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A TALE OF TWO CITIES.

One of the most interesting as well as hopeful developments in the history of American public education is that offered by the schools of New York City under the enlightened *régime* of the past three years. Not so very long ago, the case of the public schools in the greatest of American cities seemed well-nigh hopeless. The inadequate provisions made for their support, the dull routine into which their administration had fallen, the baleful influences of the pettiest sort of politics, and the seeming lack of public interest in the institution which should be the chief civic pride of every democratic community — these were the causes that combined to make of the New York system a by-word in educational discussion, to teach the educator that the work done in almost any inland city of moderate size was more likely to yield methods deserving of imitation and praise than the work done in the metropolitan city of the continent. Teachers might look for inspiration to Cleveland or Minneapolis, even to Peoria or Kansas City, with some reasonable prospect of finding it; to expect inspiration from the city of New York was only to suffer the most complete disillusionment.

How these conditions have been changed under the reform administration of the past three years is a tale familiar enough to the few who make a business of keeping track of educational movements, but to the many whose interest in education is general rather than professional the facts are as yet little known. They are set forth in summarized form by the editor of "The Educational Review" in the January issue of that invaluable periodical, and we make no apology for calling them to the attention of our readers.

"Three years ago New York was governed by an antiquated and cumbrous school law. Divided responsibility, wheels within wheels, and a series of political catch-basins made the schools a splendid drill ground for inefficiency, jobbery, and personal 'pulls.' No administrative reform was possible until this system was abolished. To abolish it required not only a legislative enactment, but the support and approval of Mayor Strong. Everything that misrepresentation, political influence, and even threats, could do was done to change the Mayor's purpose. But he stood firm, and the reform school bill became a law. That, of itself, was a public service of the first magnitude. A

second service, of equal importance, was performed by the Mayor in the high character and ability of nearly all of his appointments to the Board of Education. The result has been the summoning together of the most earnest, intelligent, and courageous body of men that has ever served the cause of public education in New York."

This is the substance of what has been done in three years, largely through the instrumentality of the executive, and we doubt if a finer tribute has ever been paid to the retiring mayor of any great American city than is embodied in this richly-deserved praise of Mayor Strong for the performance of the most important part of his official duties. When will the American public recognize and take to heart the fact that absolutely nothing else that a mayor has to do is as important as the performance of his duties with relation to public education, that the surest test of a mayor's deserts is supplied by an examination of that part of his policy which is concerned with the schools of the city which he governs?

The summary of Dr. Butler from which we have already quoted proceeds to specify, under fifteen heads, the distinctive achievements of three years of enlightened educational administration in New York. All of these achievements are important, but three or four of them so overshadow the others that they must have nearly all of the space that we can give to the discussion. For this reason, we merely note in passing the extension of the kindergarten system, the establishment of truant and vacation schools, the preparation of a scientific course of study, the plans adopted for protection against contagious diseases, the reorganization of the study of music, and the introduction of manual training into all the schools. Important as these things all are, they are less deserving of our admiration than the work that has been done for secondary education, the ample provision of new buildings, and the framing of a schedule of salaries that is at once rational and generous. It is because these three matters are those which most press for attention in Chicago, besides being of the greatest intrinsic importance, that our remarks are entitled "A Tale of Two Cities," and that we have sought to draw a lesson from the example of our Eastern neighbors.

The establishment of a series of high schools of the best modern type in New York removes the chief reproach under which that municipality has hitherto suffered. It has at last supplied itself with what every self-respecting civilized town having one per cent of the population of New York has always regarded as a prime necessity of the public school system. And not only have these schools been established, but they have been so generously provided for that they have been able to secure the services of able and experienced faculties, and may reasonably be expected to do the work proper to high schools in an efficient way. In Chicago, on the other hand, although the high schools have for forty years been a part of the educational system, they have tended to suffer more and more of late years from a newspaper criticism either ignorant or malicious, or both, which has resulted in the formation of a considerable body of public opinion either adverse to them altogether, or willing to accord them only a grudging support. The inducements which they offer to trained educators are much less than were offered twenty years ago, whereas the inducements offered in all other departments of the system have been materially increased during the period in question. The result has been the only possible one: the men of the type most needed in the high schools have left them, attracted by the larger inducements offered elsewhere, the general character of the work has declined, and the teaching force in the lower schools, which is mainly recruited from the young women who get their education in the secondary schools, has suffered to an extent not easily to be measured, but none the less unquestionable. The bare fact that an educator in the high schools of New York and Boston may receive a salary fifty per cent higher than is paid him in Chicago carries its own implication. It seems a sordid way of looking at the situation, but the view is one that must be reckoned with.

The question of salaries is, after all, one of the fundamental questions of educational administration, and the efficiency of any system must depend largely upon the way in which this question is settled. It is not solely a question of liberality, although in education, as elsewhere, it is possible to preach such effective sermons on "The Economy of High Wages" as we find, for example, in the last "Educational Review." But quite as important as mere liberality, is the adoption of some rational plan for promotion, some plan which shall make it an object for teachers to do the best work of which they are capable, some plan which shall insure to merit its due reward and to incompetency its just reproof. The question of the salaries paid to teachers in the lower grades in the Chicago schools has been violently agitated

during the past two months, and the newspapers have day after day devoted columns to its consideration. Yet a careful study of all this discussion fails to reveal so much as a suggestion that teachers, like other people, should be rewarded according to the value of their work. Instead of any well-considered scheme, the old plan of wholesale promotions based upon length of service *and nothing else* is brought forward, and whoever has anything to say argues either for the plan or against it, without seeming to have the least suspicion that all such plans are in their nature irrational. In this matter the example of New York is peculiarly instructive. "A new and scientifically adjusted schedule of salaries, founded upon length of service *and merit*, has been framed. This schedule provides an average increase of seven and one-half per cent on the salary of every teacher now in the public-school system." It is not easy to classify several thousands of teachers in accordance with their merit, and possibly the New York method of doing it is not the best method possible, but the thing must be done somehow, for it involves the most vital problem of city school administration.

During the last twelve years, bonds have been issued to the amount of *thirty-three millions* of dollars for the purchase of school sites and the erection of school buildings in the city of New York. Chicago has issued no bonds for this purpose, since the Constitution of Illinois limits the city indebtedness to an amount long since reached, and all school expenses must be provided for by annual taxation. This has made it impossible for the Chicago schools to catch up, as those of New York have now done, with the growing population, and the expenditure for sites and buildings in the former city has been for the same period something like one-third of what it has been in the latter. The difficulty here encountered is one which calls for a legislative remedy. Since the future may not be mortgaged by an issue of bonds, the annual tax-levy must rise, and the Board of Education is here confronted with a statutory provision which, while allowing a generous levy for school buildings, restricts the levy for other educational purposes to the amount of two per cent of the assessed valuation of taxable property. Since the system of assessment in Chicago has fallen into so scandalous a condition that property is listed at an average of less than one-tenth of its real value, the possible educational tax really amounts to less than two mills on the dollar, which is simply not enough to provide proper support for a great metropolitan system of schools. The situation in this respect has grown so desperate that a reform of some sort will be forced in the near future, but until Chicago can escape from the tangle of constitutional and statutory prohibitions that now impede its natural growth it must be content to view with envying admiration the immense work for education that has been accomplished in New York, but cannot hope for the present to imitate so worthy an example.

EDUCATION OF WOMEN IN ENGLAND.

The recent agitation at the University of Cambridge over the admission of women to degrees has again directed the attention of the academic world to a question which has been practically settled in the United States, but is still a burning one on the other side of the Atlantic. A brief sketch of the education which England provides for its girls and women may therefore be of interest.

In order to understand the English educational system, it must be borne in mind that the schools which correspond to our public schools and colleges are the only ones about which it is possible to collect any trustworthy statistics. The private schools, which educate the daughters of the aristocracy and to a large extent of the upper middle class, must be dismissed with the general observation that they have been very much improved of late years, and that the finishing schools for superficial accomplishments have for the most part raised their standards.

I will first speak briefly of Elementary Education, which is the education provided by the Board and Voluntary schools for the youth of both sexes. Without going into a discussion of the complicated English school system, it suffices to say that the Voluntary and Board schools are the public schools of England in the American sense, and that the Voluntary schools are supported by grants from the royal treasury and by voluntary subscription, the Board schools by grants and a school-tax on private property. The child may or may not receive religious instruction in both these schools, according to the wish of its parents. Co-education scarcely exists in England, and the boys and girls are taught in separate classes. The curriculum is the same for both sexes, except that sewing is compulsory for girls. Reading, writing, and arithmetic are obligatory for all, to which some three of the following subjects must be added: English, geography, history, singing, algebra, chemistry, domestic economy, French, cookery. The usual school age is from three, when children may enter the infant department, to thirteen. The law allows a child to leave school at eleven, and the half-time system prevails in many places. The Higher Grade schools continue the course of instruction to sixteen or even

eighteen years, and it is stated that a majority of pupils in these continuation schools are girls. This is in brief the education which England gives the daughters of the people.

The Secondary schools are not public in the American sense. They are the old endowed schools, like Eton and Harrow, and scores of others less renowned. The pious founders and benefactors of these schools, in many cases women, made no provision for girls. In the Middle Ages, when most of these schools were founded, the education of girls was confined to the nunneries, although Miss Bremner, in her recent book entitled "Education of Women and Girls in Great Britain," tries to show that girls were not originally excluded from some of the endowments. According to her, they were shut out of the Secondary schools after the Reformation, which was unfriendly to female education. During the seventeenth and eighteenth centuries, and the first half of the present century, the education of girls was in the hands of the "ladies' schools," where they received flimsy instruction in the "accomplishments." In 1865 a royal commission, appointed to examine boys' Secondary schools, inquired also into the condition of the girls' schools. The commission reported a lamentable state of affairs in these so-called finishing schools.

About the time that the report of the commission appeared, several forces began to work toward the raising of the character of girls' secondary education. First among these forces are the Cambridge and Oxford local examinations, which, mainly through the efforts of a number of pioneer women, were opened to girls, the Cambridge examinations in 1865 and the Oxford in 1870. The best schools entered into these examinations with enthusiasm, and were soon followed by many others that were obliged to improve their curricula and methods in order to keep the pace. The second force that contributed to this reformation was the work of the Endowed Schools Commission. Many of the old endowments that had been diverted from their original purposes were divided, and a part applied to the founding of girls' schools. Many of the wealthy city companies were induced to spend some of their accumulated funds on the education of girls, and many of the best girls' schools owe their existence to the generosity of these guilds.

Almost simultaneously with the beginning of these reforms, several associations of women were formed throughout England, whose chief object was the improvement of women's education. The Girls' Public Day School Company was the outcome of one of these unions. This is an interesting example of the application of commercial methods to education. The company has been from the first a paying concern, yielding to its stockholders a yearly dividend of five per cent. Profits above this amount are applied to the improvement of the schools. The company has thirty-six schools in different parts of the kingdom, which have as head mistresses and teachers excellent women of the new type. The buildings and equipment are up to the highest standard. The Church Schools Company, with definite Church teaching as a part of its constitution, is a similar institution. These Public Day schools, or High schools as they are often called, are democratic in their tone, while many of the others are "class" schools in the English sense. The Ladies' College at Cheltenham, one of the pioneer schools for girls' secondary education, makes it a point that all pupils shall be daughters of professional men, or those who hold a certain social position. The fees of the Public Day schools range from £5 15s to £9 9s, which closes them practically to the lower middle classes. For them there is no secondary education beyond what the Higher Grade Board schools offer. The best girls' secondary schools prepare for the university colleges, the pupils leaving when about eighteen or nineteen years old.

We come now to Higher Education. What England is doing in this field for women is of most interest to the foreigner, especially at the present time, when the recent events at Cambridge are still fresh in the mind. To the casual reader this agitation might give the impression that England, like Germany, is just awakening to the higher intellectual needs of women; but such is not the case. The Birkbeck Literary and Scientific Institution, a great evening college in London, opened its doors to women in 1833, the same year that Oberlin sent out from the wilds of Ohio its call to young women. Fifteen years later, Queen's College, London, was founded, and was followed the next year by Bedford College, an undenominational institution.

Miss Emily Davies, one of the chief pioneers in the cause, conceived the idea of founding a woman's college in connection with one of the old universities, and in 1869 opened a house with six students at Hitchin, a country town not far from Cambridge. This was the humble beginning of Girton College, which in 1873 was removed to Girton, a village near Cambridge, from which it takes its name. With Newnham, it is the best known of all the English women's colleges. A visit to Girton is a part of the Cambridge visitor's programme. The college is situated two miles from the town, a wise precaution as its founders thought, but now a serious inconvenience. Flies are furnished to convey the students to and from the university lectures. The handsome building of red brick is situated in the midst of ample grounds, large enough for numerous tennis courts and a small golf course. The lawns are as carefully kept as the university "quads." There are accommodations for one hundred students, each girl having a study and a small bedroom. These little studies present as many aspects as there are different girls. The large pieces of furniture provided by the college are supplemented according to the taste of the occupant. The tea table is a prominent feature of each apartment. Girton has had in all 575 students, 370 of whom hold the "equivalent of a degree." Among the honor scholars are Miss Charlotte Scott, who took high rank among

the wranglers, and is now professor of mathematics at Bryn Mawr, and Miss Ramsay, the first classicist in 1887, who afterwards married the Master of Trinity College, the man who set her questions.

Newnham College, close by Cambridge, was opened in 1871 by Miss Clough, a sister of the poet Clough, with six students. It has now grown to three halls, with rooms for 158 students. Newnham is undenominational, whereas Girton provides religious services in accordance with the principles of the Church of England. The fees are also less, being seventy-five guineas at Newnham and a hundred at Girton. Newnham has also had her share of honors. In 1890 Miss Philippa Fawcett, daughter of the blind Postmaster-General of England, made herself famous by excelling the Senior Wrangler; and since then Miss A. M. Johnson was, one year, the only person who passed the highest mathematical examination given by the university. The per cent of honors at both Newnham and Girton is fully as high as at the men's colleges, while the average work of the women is on a higher level than that of the men. The two colleges have the same mode of government. They are presided over by a principal, assisted by vice-principals, ladies of culture and social position, who do not, as a rule, take part in the instruction. Miss Helen Gladstone, daughter of the ex-premier, was until recently one of the presiding ladies at Newnham. The colleges undertake to furnish all the instruction necessary in fitting for the university examinations. This instruction is given by resident women lecturers and men from the university. Eleven out of the seventeen colleges which compose the University of Cambridge admit the women students to their lectures and laboratories.

What is the relation between the women's colleges and the university? An undergraduate is legally a member of the university before he takes his degree. The women never become members of the university. They have no rights whatever; the privileges they now enjoy are mere favors granted by courtesy. In 1880 a great effort was made to have the university degrees opened to women. The result was the formal permission to women to take the *honor* examinations. Thus they are excluded from the mere pass examinations, which the majority of the men choose. In 1887 the attempt was renewed, and the university refused even to consider the question. But the women insisted, and in 1896 the matter came up again. The university appointed a committee of fourteen members to investigate the subject and report the next year. This is the famous Syndicate whose report stirred up such a hornets' nest in Cambridge circles last year. The Syndicate took great pains to gather evidence from different sources, and presented a voluminous report to the University Senate. This report, which was signed by nine of the fourteen members of the Syndicate, was a compromise between the two factions. It recommended that the *titles* of the different degrees of the University be conferred upon women who had fulfilled the required conditions. The word *title* was of the greatest significance; women graduates were not to be made members of the University. The report called forth a storm of discussion. The intensity of "undergrad" feeling is shown by the fact that the students condemned the proposal by a vote of 1723 *con* to 446 *pro*. The final voting occurred May 21, 1897. Everybody knows the result — a refusal by three votes to one, said to be largely the work of country clergymen who flocked to Cambridge from all quarters to show their disapproval of this new sign of progress. Here it is to be observed that all graduates of the University who have taken the degree of Master of Arts compose, *ex-officiis*, the Senate, and have the right to vote on all subjects submitted to that body. Among the reasons for refusal, two are prominent: Cambridge is a university for *men*, the admission of women would spoil its unique character, — sentimental reason; opening the degrees to women would lead eventually to their sharing in the endowments, — practical reason.

As a balm for the wound thus inflicted, a number of prominent opposers have suggested a women's university with powers to grant specific women's degrees. One proposition is that the existing royal Holloway College, at Egham, be incorporated as the Queen Victoria University for Women. But the women do not want this; they wish to enjoy the peculiar advantages of the two great universities. They also wish a degree in recognition of their work, and this is all they ask.

The situation at Oxford is much the same as at Cambridge. The women have their halls of residence, and are allowed to take the examinations, but the University grants them no certificates. The proposal to admit women to the B.A. degree was brought before the authorities in 1896, and rejected by a vote of 215 to 140. The new universities have been more liberal than the two ancient foundations. The University of London makes no distinction between men and women. Victoria University follows the example of London. Durham excludes women from divinity. The University of Wales, all the universities of Scotland and the Royal University of Ireland grant degrees to women. Dublin refuses them.

Coëducation in England deserves a word. The Voluntary and Board schools separate the boys and girls, and all private schools do the same as a matter of course. A very few secondary schools are trying the experiment of coëducation. The university colleges — that is, those colleges in different parts of the kingdom which prepare for the London, Durham, and Victoria examinations — are using the joint-class system. University College, London, and a few others, exclude women from the medical department.

This brief sketch sufficiently shows that England has not been illiberal in meeting the demands of women for the higher education. Cambridge and Oxford refuse to share with them, but there are still several institutions in the United States which show the same spirit.

ELLEN C. HINSDALE.

Mount Holyoke, Mass.

COMMUNICATIONS.

LEGISLATIVE PROCESS IN INDUSTRIAL AFFAIRS.

(To the Editor of THE DIAL.)

In a review, by Mr. R. C. H. Catterall, of the book on "Industrial Freedom," printed in your last issue, I find the following:

"The pleasing assumption that by legislative process we can give to the poor a greater share of the product of capital and labor, while not diminishing the aggregate production, ought to reveal its inherent absurdity in the mere statement."

I suppose I am warranted in assuming that by the term "the poor" is here meant, not the pauper nor the chronic unemployed, but the class that economists call the "proletariat"; and I think I can show, if I may, one or two reasons why the inherent absurdity of the pleasing assumption referred to has not yet forced itself upon legislators and others.

Mr. Thorold Rogers, in his "Six Centuries of Work and Wages," pays particular attention to a certain law, enacted during the reign of Edward III., called the Statute of Laborers. It remained, we are told, practically a dead letter until the time of Elizabeth, when the justices in Quarter Session were empowered to fix, at stated periods, the rate of wages in husbandry and the handicrafts. This law was enforced, and, in the opinion of Mr. Thorold Rogers, it was one of the three great causes which induced pauperism in England, and brought the laborer down from the position where he could earn a year's stock of food in fifteen weeks to the position where a year's labor, Sundays included, would hardly do it. Even allowing for Mr. Rogers's well-known radicalism, it is hardly to be denied, by readers of his book, that the legislative process which resulted in abolishing this method of fixing wages resulted also in giving to the laborer a greater share than before of the product of capital and labor, and, instead of diminishing the aggregate production, actually increased it.

Legislative process in England has also resulted in the freedom of laboring men to organize for the purpose of collective bargaining with their employers; and there are those who will claim that trades unionism, which has undeniably given the laborer a greater share of the proceeds of industry, has not diminished the aggregate production.

Finally, if we may (economically) class the writers of philosophic books as members of the proletariat, I should like to call attention to certain "Views Concerning Copyright," promulgated by Mr. Herbert Spencer, and recently printed in a book called "Various Fragments," issued by Messrs. D. Appleton & Co. Mr. Spencer was then, and apparently is still, of the opinion that the legislative process called the Copyright Law has resulted in reducing the prices of such books as his own, and has given to the writers of such books a better return in money for their labors, increasing the aggregate production at the same time by encouraging philosophers to still more superhuman efforts to get readers.

Those, therefore, who persist in the "inherent absurdity" of assuming that legislation may, under certain circumstances, beneficially influence the relations between capitalist and laborer, are not to be harshly condemned, but gently labored with, to the end that they may abandon the heresies of Mr. Thorold Rogers and Mr. Herbert Spencer.

PAUL M. PAINE.

Syracuse, N. Y., Feb. 9, 1898.

SOME FURTHER INSTANCES OF "TOTE."

(To the Editor of THE DIAL.)

In your issue of January 16, a correspondent asks for information in regard to the word "tote"; and in response I beg to submit the following.

In 1781 President Witherspoon remarked upon the use of the word in this country. In 1806 Webster admitted it to his "Compendius Dictionary," labelling it "Virg. &c." In 1809 a writer believed it to be of Massachusetts origin, but gave no evidence in support of such a belief. In "The Nation" of February 15, 1894, Mr. P. A. Bruce cited (under date of 1677) the earliest example of the word yet adduced, and pointed out that the smallness of the negro population at that time "would render improbable the supposition which has been sometimes advanced that the word had its origin with the negro race in this country" (p. 121). In the same paper a correspondent asserted that the word was "used in middle England, southern Yorkshire, and Lincolnshire, in exactly the same way that it is used in eastern Virginia." In 1894 Mr. Edward Eggleston called attention to the term "tote road," employed in Maine. The citations which follow prove for the first time, so far as the present writer is aware, that "tote" has had at least a casual use in New England for over a century and a quarter.

"A complaint against Major Robert Beverly, that when this country had (according to order) raised 60 men to be an out-guard for the Governor: who not finding the Governor nor their appointed Commander they were by Beverly commanded to goe to work, fall trees and mawl and toat railes." — 1677, "Virginia Magazine of History and Biography" (1894), II. 168.

"On Monday Evening the Baronet [*i. e.* Governor Bernard] . . . sneaked down to Castle-William, where he lay that Night. The next Morning he was toated on board the *Rippon*, in a Canoe, or Tom-Cod Catcher, or some other small Boat." — 1769, "Boston Gazette," 7 August, 3.

"The fourth class of improprieties consist of *local phrases* or *terms*. By these I mean such vulgarisms as prevail in one part of a country and not in another. . . . 7. *Tot* is used for *carry*, in some of the southern states."—1781, J. Witherspoon, "Works" (1802), IV. 469–470.

"We had taken the wrong road, and the Indian had lost us. He had very wisely gone back to the Canadian's camp, and asked him which way we had probably gone, since he could better understand the ways of white men, and he told him correctly that we had undoubtedly taken the supply road to Chamberlain Lake (slender supplies they would get over such a road at this season). The Indian was greatly surprised that we should have taken what he called a 'tow' (*i. e.*, tote or toting or supply) road, instead of a carry path,— that we had not followed his tracks,— and said it was 'strange,' and evidently thought little of our woodcraft."—1857, H. D. Thoreau, "Maine Woods" (1894), 296–297.

"Will the Atlantic Club have Dom Pedro as its guest? It has occurred to me that he would like it better than being toted about, looking at Boston public buildings."—1876, J. G. Whittier, in "Life and Letters" (1894), II. 631.

"'Tote' has long been regarded as a word of African origin, confined to certain regions where negroes abound. A few years ago Mr. C. A. Stephens, in a story, mentioned an 'old tote road' in Maine. I wrote to inquire, and he told me that certain old portage roads, now abandoned, bore that name. [Here is cited the quotation above dated 1677.] . . . 'Tote' appears to have been a well-understood English word in the seventeenth century. It meant then, as now, to bear. Burlesque writers who represent a negro as 'toting a horse to water' betray their ignorance. In Virginia English, the negro 'carries' the horse to water by making the horse 'tote' him." — 1894, E. Eggleston, in "Century Magazine," October, XLVIII. 874.

ALBERT MATTHEWS.

Boston, Mass., Feb. 10, 1898.

The New Books.

The Smithsonian Institution.*

In a noble quarto volume, conceived upon a plan and executed in a method commensurate with its own character and dignity, the Smithsonian Institution presents the history of its inception and organization, and of its achievements during the first half-century of its life. While engaged in the preparation of this volume, two of its editors in succession, Dr. James C. Welling, a Regent, and Dr. G. Brown Goode, Assistant Secretary of the Institution, passed into the silent land; but the work which one had planned the other so nearly completed that it is issued almost without change as he left the manuscript. The thirty chapters which make up the history bear the signatures of leading specialists who have builded their own fame while serving "in the increase and diffusion of knowledge among men."

In all respects the Smithsonian Institution has a peculiar history. James Smithson, its founder, born in 1765, was the son of Elizabeth Keate Macie, a widow, a kinswoman of the Duke of Somerset, through whom she was descended from Henry Seventh of England. His father, Hugh Smithson, failing in his pledges to her, married her cousin, Elizabeth Percy, and became the Duke of Northumberland. Permission to assume the name of Smithson was granted to the son by Parliament, after the death of his mother. He inherited the most of his property through his mother, from her son by a former marriage. The circumstances of his birth were bitterly remembered by James Smithson. He wrote:

"The best blood of England flows in my veins. On my father's side I am a Northumberland, on my mother's I am related to kings; but this avails me not. My name shall live in the memory of man when the titles of the Northumberlands and the Percys are extinct and forgotten."

Smithson was graduated as Master of Arts from Pembroke College, Oxford, in 1786, and was admitted a Fellow of the Royal Society in 1787, as "a gentleman well versed in natural philosophy, and particularly in chemistry and mineralogy," Cavendish being one of his sponsors. He contributed freely to the Philosophical Transactions and to the Annals of Philosophy. Two hundred manuscripts of his, with a large mass of detached notes and memoranda, were brought to the United States and deposited at the Smithsonian Institution, where all the originals were destroyed by fire in 1865.

He died in Genoa, Italy, June 27, 1829. He was never married. He bequeathed his estate to his nephew, and to the children of his nephew if there should be any. Should the nephew die without children and intestate, then the estate should revert to "the United States of America, to found at Washington, under the name of the Smithsonian Institution, an Establishment for the increase and diffusion of knowledge among men." The nephew died without issue in 1835.

The proposed gift of Smithson was first publicly announced in the United States by President Jackson, in a message to Congress, dated December 17, 1835. It was formally accepted by an act of Congress, approved July 1, 1836. Ten years later the corporation or Establishment of the Smithsonian Institution was created by an act approved August 10, 1846. The act confided the management to prominent officers of the national government. The statutory members of the corporation are the President of the United States, the Vice-President, the Chief Justice, and the eight secretaries who form the President's cabinet. Subordinate to this corporation is the active Board of Regents, charged with the duty of conducting the business of the Institution. This Board consists of the Vice-President and the Chief Justice, with three members of the Senate, three of the House of Representatives, and six citizens, no two of whom may be citizens of the same State, but two must be residents of the city of Washington. The list of those who have served as Regents in the fifty years which have passed includes representative and distinguished men from every section of the nation, and their character is a sufficient explanation of the Institution's success.

The Regents elect a Secretary and clothe him with authority as their executive officer. He is charged with the disbursement of the funds of the Institution, is the custodian of its property, its librarian, and the curator of its museum. The office of Secretary of the Smithsonian Institution is doubtless the most distinguished and responsible position to which an American scientist may aspire. Three persons have occupied this position in the half-century.

The first Secretary, serving from 1846 to 1878, in fact the organizer of the Institution, was Joseph Henry. Born in 1799, Henry became first known in 1827 by investigations

*The Smithsonian Institution: 1846-1896. The History of its First Half Century. Edited by George Brown Goode. Washington, D. C.: Published by the Institution.

which he pursued while a teacher in an academy at Albany, N. Y. His first great gift to science was the electro-magnet, made by winding a conducting wire about a core of soft iron, and available at places remote from the source of excitement. This discovery, made in 1829 or 1830, was the one step needed to make telegraphy possible. By the consensus of scientists, American and foreign, Henry was declared to be the one man to whom the organization of the new Institution should be committed. In 1850, Spencer Fullerton Baird was appointed to aid Henry as Assistant Secretary. Henry was distinctively a physicist; Baird was a naturalist. In those days Congress was sending numerous parties to explore the but partially known areas which lay between the Mississippi River and the Pacific. All such parties were accompanied by naturalists, who returned laden with collections in every scientific specialty, and these collections were by law deposited with the Smithsonian Institution for examination, classification, and report. For the supervision of this work Professor Baird was eminently fitted, as was shown in his own work upon the birds of the United States, a quarto volume of more than a thousand pages. In 1871 the Fish Commission was organized, and Professor Baird was placed at its head. In 1878 he was elected to succeed Professor Henry as Secretary. Dr. G. Brown Goode, who had assisted in both offices, was appointed Fish Commissioner, the two offices thus being separated.

Through the agency of Professor Baird, a large part of the scientific material exhibited in 1876 at Philadelphia was transferred to the National Museum. To house this collection properly, a building of large capacity, although not architecturally pretentious, was erected upon a site adjacent to that of the Smithsonian Institution; and the two enterprises, though nominally distinct, have for some years been under the same management. Professor Baird passed away in 1887. He had already appointed Samuel Pierpont Langley, then director of the Allegheny Observatory, to be First Assistant Secretary, and during the same year Professor Langley became the third Secretary of the Smithsonian Institution.

Professor Langley's fame rested chiefly upon the progress which he had made in astrophysical research directed especially to solar phenomena. His bolometer, an instrument of infinite delicacy, measured the minutest variations of temperature by their influence upon an electrical current indicated by a galvanometer. To this was added the bolograph, which photographically recorded the movements of the galvanometer needle. By means of this apparatus knowledge of the solar spectrum, and particularly of its invisible portions, has been greatly increased. Professor Langley has also studied with great care the phenomena of aerial locomotion.

The funds received from the Smithson estate amounted originally to $550,000. By the addition of accrued interest and savings, this sum has been increased to more than seven hundred thousand dollars. Within a few years, donations amounting to more than a quarter of a million dollars have been added directly, so that the sum now lying to the credit of the endowment fund, mostly in the treasury of the United States, amounts to nearly one million dollars. With the proceeds of this fund the operations of the Institution are mainly supported. It has also been the recipient, indirectly, of large national subsidies, and of abundant favors at the hands of railway, steamship, and other corporations, and it has secured the aid of an army of professors and students, who have given freely their labor, looking for no compensation beyond the honor of its recognition and their own love for science.

The will of Smithson directed that the proceeds of his bequest should be used "for the increase and diffusion of knowledge among men." In his "Plan of Organization" Professor Henry noted clearly that the terms "increase" and "diffusion" are logically distinct, and he urged that each should receive its literal interpretation; and —

> "That the increase of knowledge should be effected by the encouragement of original researches of the highest character, and its diffusion by the publication of the results of original research. . . . That if preference be given to any branches of research, they should be to the higher and more abstract, to the discovery of new principles rather than of isolated facts."

He would have the Institution do nothing which could be equally well done through other agencies. He believed that local objects, as museums, libraries, and lectures, should not be supported by the Institution, and strongly opposed the erection of a costly building. He was not satisfied until the money which had been so used was by careful economy restored to the fund. He had the satisfaction, before he died, of seeing the library, which was becoming cumbersome, transferred to the Congressional Library; the Weather Bureau transferred to the War Department; the National Museum

supported by direct appropriations, and the resources of the Institution left comparatively free to be used for what he conceived to be its exclusive purpose.

The series of papers included in this History, prepared by specialists in the various fields cultivated under the auspices of the Smithsonian Institution, show with what broad catholicity the fundamental principles laid down by Henry have been interpreted and applied by the successive secretaries. The work of research is necessarily complemented by that of diffusion. Something must be learned before it can be told; when thoroughly known, it cannot be told too soon nor distributed too widely. Hence the Smithsonian motto, PER ORBEM. Its fields of investigation have been world wide; its subsidies have been granted whenever there has been reasonable assurance that they would aid in extending the boundaries of human knowledge. The realm of pure science was one of the earliest to be occupied, in mathematics, physics, and their applications in astronomy, geography, and especially in the development of electrical science. The public generally, and men of science too frequently, in view of the later and more brilliant achievements of Morse and Bell and Edison, forget that the prolific source of all this subsequent progress was opened by the discoveries which Henry made or fostered.

But the first two secretaries were not slow to discern that a special opportunity lay before the new Institution, one which must be seized promptly and pursued vigorously, or it would forever vanish. A vast area of virgin country lay between the great river and the western sea. Its surface had not been carefully explored, even geographically. Beneath it were unknown stores of minerals, precious and economic. Above it plant and animal life adapted to horizons and conditions indefinitely varied. From one boundary to its opposite, this land was strewed with the relics of one people supposed to have quite faded away, and with the scanty possessions of another race whose disappearance could not be remote. Over this country the wave of settlement was already rising with a resistless surge. In a few decades, the Indian, with his customs, his homes, and his implements, the buffalo and the grizzly, the seal and the salmon, the forest and the prairie flower, would have vanished before the white man's constructive and destructive march. The decade beginning with 1850 showed great activity in explorations. These were usually undertaken for some purpose of national economy, as the determination of a boundary, the location of a railway, or the fixing of geodetic positions; but the Smithsonian Secretary took care that each should be accompanied by an efficient corps of scientific observers and collectors, and that the abundant harvests which these gathered should be discussed by competent experts. Thus were these explorations made to assist the increase of knowledge.

To make this knowledge effective and enduring, two further movements were necessary. The first provided for the preservation of the material thus carefully investigated, and essentially correlated to the knowledge acquired. Hence arose the necessity for a Museum which should be national, both as to the source from which its contents should be gathered, and as to the completeness of its accumulations. A real museum is not a mere curiosity shop, but is a mass of carefully chosen material, scientifically determined and systematically arranged. It is a means of giving to knowledge a concrete and crystalized identity, freed from the jugglery of phrases. It is a conservator of science. As it must have a local habitation, its utility is localized, yet its influence extends *per orbem*. In this view the National Museum must be recognized as the coadjutor to and the supplement of the legitimate Smithsonian work. The National Park is only a department of the Museum, adapted to living exhibits. A library, properly selected, becomes part of the apparatus of scientific investigation. What more than this had once been accumulated has found a more suitable home with the National Library. So, also, have some elements of an Art Gallery been transferred to the Corcoran collection.

The duty of the diffusion of knowledge is fulfilled in the varied issues of Smithsonian publications. Beginning with 1846, the Institution issued an annual report showing its conditions and operations, and from 1849 these reports gave account of the progress of knowledge in the world. Since 1889 the issue of these reports has been discontinued. The "Smithsonian Contributions to Knowledge" consist of thirty-two volumes of quarto form. To these volumes nothing may be admitted "which does not furnish a positive addition to human knowledge resting on original research; all unverified speculation to be rejected." A third series in octavo, now of thirty-eight volumes, bears the title "Smithsonian Miscellaneous Collections." Much of the material so issued has been recast into forms especially useful to scientists who are making collections or con-

ducting investigations. A series of proceedings issued by the National Museum is now in its nineteenth volume. The Museum has also issued many bulletins and circulars of instruction. The Bureau of American Ethnology issues separate series of publications.

As another means of distribution of knowledge, the Smithsonian Institution has established within itself a bureau of exchanges, by means of which American scientific materials may be distributed to European societies, and foreign books, instruments, etc., may be distributed in this country, usually without cost.

In conclusion, it may be asserted that, considering the character of those who at all times have been the managers or the administrators of the Smithsonian bequest; the variety, breadth, and scope of the interests fostered thereby; the amount of the work accomplished as well as its preëminent quality — the Smithsonian Institution reflects the highest honor upon its donor, upon science, and upon the American people.

SELIM H. PEABODY.

A NOBLE WOMAN'S WORK FOR WOMAN'S EDUCATION.*

Perhaps no social movement of the time has made such rapid strides as the higher education of women. So closely has achievement pressed upon the heels of effort that even those who are to the manner born find it difficult to keep the pace. Necessarily the history is varied and complicated, so that a clear presentation of one phase of it, such as Miss B. A. Clough has given in her pleasing Memoir of her aunt, late Principal of Newnham College, is most welcome.

Anne Jemima Clough was born January 20, 1820, in Liverpool, where her father, of an old Welsh county family, had established himself as a cotton merchant. This business brought him to the United States, and in 1822 he removed his family to Charleston, which was their home for the next fourteen years. Anne's childhood was thus passed in an American Southern city; and a happy childhood it was, as she described it in the reminiscences contributed, in 1869, to the memoir of her brother, Arthur Hugh Clough. Their home was an ugly red brick house on the East Bay, from whose nursery windows the children could see the ships sailing in and out of the harbor. Below stairs was their father's office, where they played among the heaps of cotton. "Arthur used to do sums in the office lying on the piled-up pieces of cotton bagging." Miss Clough retained the liveliest memories of her early years in the South, and a striking trait of character is shown by the fact that she corresponded with one of her Charleston friends for the rest of her life, a period of fifty-six years.

The Cloughs were too English to let their children go to school in Charleston, so the three boys were sent to England to be educated; but beyond lessons from her mother, Anne Clough had no instruction. She never went to school. Upon her return to England, in 1836, Miss Clough eagerly sought every means of acquiring knowledge. A journal kept at this time describes vividly the difficulties and disappointments she met with. There were then few opportunities of education for girls except in incoherent lessons from masters, and Miss Clough's father was not able to provide private tuition for her. Indeed, it is clear that she felt thus early the necessity of doing something for herself, for she seems to have begun, in her seventeenth year, to visit and teach in a Welsh National School which her father had helped to found. The Journal tells of her ups and downs in teaching, of the books she read, and of her relations to her brother Arthur. At one time she is getting up at six o'clock to study before going to her school; she had stinted herself to do in a month,—

"One book of Euclid, as far as the 80th page, in the Greek grammar, translate book ii. of Virgil from the German, read 2nd and 3rd volumes of Milman's *History of the Jews*, Milton over again, and the second volume of Wordsworth."

Another entry, January, 1844, is:

"Have been reading Trench's poems, which are beautiful, also in the last year Moultrie's and Tennyson's, some of Shakspere's plays, *The Last of the Barons* (a disagreeable book), *The Hour and the Man*, *Lives of Celebrated Scotchmen*, some of Cowper, a few of Newman's sermons, and Arnold's; the last, the new volume, are beautiful."

It was Arthur Clough who had brought to her from Oxford the poems of Moultrie and Tennyson. She had a quite special affection and admiration for this brother, whom she calls her "best friend and adviser." He discussed with her questions large and small, now disestablishment or eternal punishment, and now the best way to treat a case of pilfering among her poor children. He realized the un-

* A MEMOIR OF ANNE JEMIMA CLOUGH, Late Principal of Newnham College, Cambridge. By her niece, B. A. Clough. New York: Edward Arnold.

rest of her life, her longing for some adequate outlet for her pent-up energies; and for this reason he encouraged her work among the poor. But he thought her ardor in this direction excessive, and he seems to have had little or no conception of her peculiar ability. This is what he wrote to her about her studies:

"I will consider the subject you speak of, my dear. On the whole, I should incline to study arithmetic and grammar, *perhaps;* but you must remember that a great advantage is given by *any sort of cultivation* (music, drawing, dancing, German, French, etc.) for intercourse with the poor."

It was happily said during the recent contest for degrees for women in Oxford, "if there is any peculiar affinity between French and music, often badly taught, and the minds of women, it has never been demonstrated by the advocates of the fine-lady type of education." Miss Clough continued to grope about for an opportunity of giving practical shape to her ideas. Of her own education she writes: "I always feel the defects of my education most painfully when I go out." Her lack of training for her work she sought to correct by attending one or two different training schools in London. Among her brother's friends whom she met there was Francis Turner Palgrave, of whom she says:

"I wondered to hear Mr. Palgrave talk about women as if only those like Lady Maria in Arthur's story are to be admired. I don't much fancy men often understand women; they don't know how restless and weary they get."

The result of Miss Clough's studies in teaching was the establishment, at Ambleside, Westmoreland, of a school for the children of tradespeople and farmers. This school she conducted successfully for the ten years from 1852 to 1862; and it was what she learned here of the defects of Middle-Class Education, especially for girls, that led finally to her great achievements in advancing education for women in England. Her thoughts began to take definite form in a remarkable paper, entitled "Hints on the Organization of Girls' Schools," which she contributed to "Macmillan's Magazine," in October, 1866. This short paper contains in germ much that has since been done in England for the secondary and higher education of women. It described the inadequate state of girls' schools of all kinds, and attributed the evil in large measure to the fact that there was no standard by which schools for girls could be tested. A plan of improvement was then sketched out, which, curiously enough, has developed into two widely different results. It is not generally known that the whole scheme of University Extension originated with Miss Clough in a modest "hint" towards the betterment of girls' schools. The most striking idea in the paper was the suggestion of courses of lectures in large towns for girls and women, to be given by University men, with syllabuses and examinations. This suggestion was the origin of the association known as the North of England Council for Promoting the Higher Education of Women, which, in 1867, started courses of lectures for women in Liverpool, Manchester, Sheffield, and Leeds. The lectures succeeded from the first, and their establishment in the two University towns was the practical beginning of the women's colleges there. University Extension is the popularization of the movement.

Another matter to which the North of England Council gave its attention turned out also to be of wider import than was at first intended. This was the establishment of a satisfactory examination for women over eighteen years of age, with the view especially of testing teachers. The University of Cambridge received favorably the memorial of the Council on this subject, and appointed a syndicate which drew up a scheme of examinations, to last provisionally for three years. At the end of that time the examinations were made permanent; and when, two years later, men applied for admission to them, the name was changed from Women's Examinations to the Higher Local Examinations. Since then the Higher Local has alternated with the historic Little Go as an entrance examination to the University, and it is considered the better test of the two, as based on modern conditions in education.

With the growth of the University idea in this country, the affiliated college, whether as a school of medicine or law, or a school for women, has become familiar. It is not necessary to trace the history of Newnham College, from its small beginning, in 1871, as a rented house of residence for fine women attending private lectures, to its present commanding position. Women were first admitted of right to the Tripos Examinations in 1881; the Principal's Report for 1894, thirteen years later, states that Newnham College stood third in the University in the number of students who took honors. It was outranked only by St. John's and Trinity, the two largest colleges for men, both old and wealthy foundations.

This is a great achievement; but the unique

personality of the woman who brought it about was even greater. In the first place, paradoxical as it may seem, Miss Clough was not naturally a student, nor even an intellectual woman. Though she had a strong sense of humor, her niece notes her insensibility to its intellectual forms, to humorous fancy, or to wit. She had great respect for learning, and sometimes expressed it in a wholly unexpected way,— as when she said of a student who had been disappointed in not obtaining a high class in the Mathematical Tripos, "Mathematics is a deceiving subject." She was most of all interested in human life, and her devotion to education grew out of that. She looked upon education as the best possible preparation for life, and she saw no reason why women should not be prepared for the world's work as well as men. That was so simple to her own mind as to be axiomatic.

Those who knew her sometimes wondered how a woman so practical and so optimistic could have been the sister of a poet who, with all his tenderness and humor, is commonly regarded as being introspective, sad, and skeptical. While Arthur Clough seems to have been asking himself, doubtfully, whether there was "aught that was worth the doing," or the saying either, for that matter, her life was a continual assertion of the worth of doing, even in small things. But there was far more spiritual kinship between them than at first appears. Clough's mind ran mainly on moral and social questions. Mr. Humphry Ward says of him, that "it was the warmth of his feelings, the width of his sympathies, the fineness of his physical sensibilities that made him a poet," and that it was "his extraordinary union of sincerity and sympathy that most endeared him to his friends." Sympathy and sincerity were marked traits of character in Miss Clough. But hers was undoubtedly the stronger spirit. The "Ambarvalia," the "Amours de Voyage," all are pierced with the pain and mystery of life, for which the poet offers no alleviation and no solution. The passion that stirred the sister's life to rich fruition was the narrowness of the lives of women. She often spoke of the many new openings for women, and referred pathetically to what the young women of her own time had suffered from lack of training and opportunity. To a friend who was impatient for happiness, she said gently: "You should not expect happiness, my dear; I had to wait for mine till I was fifty." She was nearly fifty-two when she began her work at Newnham. Twenty-five years before, in 1846, her Journal records:

"We [Arthur and Anne] had a great deal of conversation about various things, principally about our future plans; the necessity, or rather the great benefit, of women finding work, and considering it a duty to do so, and also whether they are at liberty to choose their own paths in some cases (I mean single women), without reference to their families."

And again:

"Had various discussions about married and single life, and one long talk with Jane Claude about working. Told her some of my notions about its being right in certain cases to quit even one's father and mother and family for work as well as for a husband."

The quarter of a century during which these ideas had been revolving in her mind was one of great awakening in thought, and women had shared perforce the inheritance of men. Mary Carpenter and Florence Nightingale had opened up new lines of social activity for women; Mrs. Browning and George Eliot had shown with renewed vigor that there is no sex in literature; those women, like Charlotte Brontë and Mrs. Jameson and Harriet Martineau and Mary Somerville, who advocated the political enfranchisement of women, had found a parliamentary leader of the first rank in John Stuart Mill. There could be no longer any doubt that a sound education is a good thing for a woman to have. What remained was to prove the feasibility of getting it; and that, in England, involved bringing over the great universities to the novel idea that it is the business of a university to educate the human race. The selection of Miss Clough to perform this delicate and difficult task at Cambridge was due to the wisdom and foresight of Professor Henry Sidgwick, who knew the situation and the woman. Miss Clough disarmed criticism from the start. She was not learned, she was not aggressive; she was so afraid of saying too much that she said very little; she was an entirely inoffensive person. On the other hand, she had prestige, a quick intelligence, great powers of organization, unfailing tact, and an indomitable persistence. She gained no point by direct assault, but when an advantage fell in her way she was always ready to make the most of it, and she never lost ground. She herself expressed, with singular poetic insight, her own manner of working:

"It seems to me that to be quiet and to be active, or, rather, to be quietly active, constantly going on with untiring energy, and yet so softly as scarcely to be perceptible, this seems to me to be an approach towards perfection. And this lesson we learn from

Nature, which is unceasingly and yet imperceptibly changing."

This is precisely how her work impressed those who came to know it intimately, like that of Nature, so silent, gradual, barely perceptible, apparently unconscious it was.

Innumerable little touches throughout the book restore Miss Clough to her students "in her habit as she lived." There is her busy mind overflowing with suggestions and expedients of all sorts, sometimes whimsically impossible, but oftener the very best thing to do in any given circumstances. She had accumulated an inexhaustible fund of practical wisdom, and her wide acquaintance with people enabled her to fit together the most diverse interests. For a student going to the Lake Country and expecting to take a certain walk over the fells, through a perfectly safe but rather wild region, she knew the last house on the road where definite information could be had for the rest of the way. She advised a party of students who proposed to spend a vacation travelling slowly through the south of England, to apply to the local postmasters for good lodgings, a plan that was found to work admirably well. She was a great believer in the benefit of change. She thought Wesleyan ministers "must get a wide view of the world and of people," and she suggested a similar interchange of cures between town and country clergy. So she writes to a teacher, suffering from the climate of India:

"I wish some of our English women of leisure would undertake to do work abroad for a couple of years. . . . I should like to make a circle of teachers moving round."

She encouraged her students to undertake work in distant lands, if only for a few years; and she was always delighted to receive foreign students at Newnham. Apart from the good they might gain, she thought they did good by bringing in fresh life and widening the other students' horizons. For American students she had a special regard; her knowledge of American democracy was unusually intelligent, and she readily appreciated the *savoir faire* of the American college women who came to her. Possibly it may have been sometimes that they seemed to possess the earth, as it had been in her own heart to do at their age.

What she would have called "a useful little book" might be made by collecting her wise sayings, clothed always in simple, homely words; for although her ideas were sometimes poetical, she had no gift of expression. Many such sayings are scattered throughout this book, and many more doubtless are to be had from her letters to her students. Some of the best of them here are on work.

"There is great enjoyment in work. . . . Work puts us into connection with others, it gives us interest and experience, and scope for our affections."

"If one can only do one's work well, one may bear anything."

"Do not be afraid of humble work, whatever it may be. Take what comes and put your minds to it. But I advise you always to try for leisure, and contemplate your work, and avoid slavery."

No one but Miss Clough could have summed up the good of a three years' University course with "My dear, you will be able to amuse them better when you go home,"— which, says the student, "is exactly what I had to try and do."

Miss Clough died at Newnham College, February 27, 1892. Among the flowers that were laid on her grave, near that of Henry Fawcett, in Grantchester churchyard, were two wreaths that the Newnham women felt peculiarly grateful for. One came from Mr. Gladstone and one from the aged poet Tennyson.

The frontispiece of the present Memoir is an admirable picture of Miss Clough reproduced from a photograph by Mrs. Frederick W. H. Myers. It ought to be dated.

MARY AUGUSTA SCOTT.

THOMAS AND MATTHEW ARNOLD.*

The educational unrest of the present is both an evil and a blessing. We think of it as a blessing when we realize how much more earnestly than ever before the problems of teaching are being attacked, how many more high capacities are being given to the work, how rational and effective have been some of our recent pedagogical advances. But the shield has another side, and current pedagogy may well seem little more than an evil to him who observes the growing influence of shallow theorists and charlatans, the random experimentation done at the expense of thousands of luckless children, and the dreary flow of words without knowledge that gushes forth at so many an "educational" gathering and fills the pages of

*ARNOLD OF RUGBY: His School Life and Contributions to Education. Edited by J. J. Findlay, M.A. New York: The Macmillan Co.

THOMAS AND MATTHEW ARNOLD, and Their Influence on English Education. By Sir Joshua Fitch, M.A., LL.D. New York: Charles Scribner's Sons.

SELECTIONS FROM THE PROSE WRITINGS OF MATTHEW ARNOLD. Edited, with Notes and an Introduction, by Lewis E. Gates. New York: Henry Holt & Co.

so many a pedagogical periodical. These things make one look back longingly to a time when education was more human because less scientific, when it was conceived of as the contact of mind with mind rather than as the mechanical application of a system of pedagogy.

The name of Thomas Arnold is deservedly famous in the history of education, but many of our modern educators are so "advanced" in their own conceit, so excited over the possession of the new toy which they call psychology, that they would doubtless find it surprising to be told, in all seriousness, that Arnold's attitude toward the fundamental problems of education was a more enlightened one than is easily to be found among educators of the present day. We do not express this opinion outright, but we assert that it is at least an arguable matter. Who in our own time, for example, has formulated a finer expression of the pedagogical ideal than may be found in this passage from a letter written by Arnold in 1836 to Mr. Justice Coleridge?

"I am sure that the more active my own mind is, and the more it works upon great moral and political points, the better for the school; not, of course, for the folly of proselytizing the boys, but because education is a dynamical, not a mechanical, process, and the more powerful and vigorous the mind of the teacher, the more clearly and readily he can grasp things, the better fitted he is to cultivate the mind of another. And to this I find myself coming more and more: I care less and less for information, more and more for the pure exercise of the mind; for answering a question concisely and comprehensively, for showing a command of language, a delicacy of taste, and a comprehensiveness of thought and power of combination."

We have made this extract from a volume recently edited by Mr. J. J. Findlay, a volume which ought to find its way into the hands of every teacher. It is entitled "Arnold of Rugby: His School Life and Contributions to Education." It contains, besides the editorial preface, an introductory chapter by the Bishop of Hereford, a biographical notice with extracts from Arnold's letters, a reprint of those sections of Stanley's "Life" which deal with the school work at Laleham and Rugby, a selection from the sermons preached by Arnold at Rugby Chapel, Arnold's miscellaneous essays on educational topics, and a bibliography. In other words, the work supplies, within the compass of a single volume of moderate dimensions, the material for a very thorough knowledge of Arnold's educational methods and ideals. Narrow as Arnold was in some ways, and almost fanatical as he was in his insistence upon the injection of dogmatic theology into his system of discipline, the study of his life-work cannot be other than inspiring, and it is easy to separate the dross of his pedagogical doctrine from its pure gold. In a famous passage, he once spoke of physical science in the following terms: "Rather than have it the principal thing in my son's mind, I would gladly have him think that the sun went round the earth, and that the stars were so many spangles set in the bright blue firmament." This is an extreme form of statement, but it embodies a fundamental principle of sound educational theory, and, what is just now more to the point, it illustrates the tenacity with which Arnold held to the essentials of his system. His conviction was absolute that some subjects are of more importance than others, and the case for the classics was never put more cogently than in the following sentences from an article written by Arnold in 1834 for "The Quarterly Journal of Education":

"Expel Greek and Latin from your schools, and you confine the views of the existing generation to themselves and their immediate predecessors: you will cut off so many centuries of the world's experience, and place us in the same state as if the human race had first come into existence in the year 1500. . . . The mind of the Greek and of the Roman is in all the essential points of its constitution our own; and not only so, but it is our own mind developed to an extraordinary degree of perfection. Aristotle, and Plato, and Thucydides, and Cicero, and Tacitus, are most untruly called ancient writers; they are virtually our own countrymen and contemporaries, but have the advantage which is enjoyed by intelligent travellers, that their observation has been exercised in a field out of the reach of common men; and that having thus seen in a manner with our eyes what we cannot see for ourselves, their conclusions are such as bear upon our own circumstances, while their information has all the charm of novelty, and all the value of a mass of new and pertinent facts, illustrative of the great science of the nature of civilized man."

Essentially sound as were the chief positions maintained by Thomas Arnold during his career as an educator, they had, of course, accidental features that it would not be well to insist upon overmuch after the lapse of half a century. Fortunately, however, the name of Arnold was destined to be bound up with the history of English education for another generation, and the more famous son of the famous Master of Rugby was an example of the rare type of man who can recognize, with exquisite discernment, the legitimate demands of the *Zeitgeist*, while holding, in the main, to a well-approved conservative ideal. Matthew Arnold's position in English literature was so distinguished that his admirers are apt to forget that the poet and critic was also an educator of the first rank,

and that a large share of his best activities was given to the inspection of schools, the marking of examination papers, and the preparation of those official reports which, while omitted from the uniform editions of his works, are nevertheless to be reckoned among the classics of pedagogical literature. It is for calling renewed attention to these writings that we are chiefly thankful to Sir Joshua Fitch, who has prepared for the "Great Educators" series a volume entitled "Thomas and Matthew Arnold and Their Influence on English Education." The book is written in a spirit of generous sympathy, and is pleasant reading from first to last. The chapters devoted to Arnold *père* duplicate the substance of Mr. Findlay's compilation, and emphasize much the same aspects of Arnold's activity. The chapters that take up the work of Arnold *fils* afford a well-considered and judicial estimate of the poet who was also an inspector of schools, and whet the appetite for his educational books by making many happy extracts from their pages.

The spirit in which Arnold did his official work is made clear by such a statement as this:

"If he saw little children looking good and happy, and under the care of a kindly and sympathetic teacher, he would give a favourable report, without inquiring too curiously into the percentage of scholars who could pass the 'standard' examination. He valued the elementary schools rather as centres of civilization and refining influence than as places for enabling the maximum number of children to spell and write, and to do a given number of sums without a mistake."

Of peculiar interest is Arnold's reported opinion concerning the "Tom Brown" view of school life at Rugby.

"As Matthew Arnold once said to me, the story has been praised quite enough, for it gives only one side, and that not the best side, of Rugby school life, or of Arnold's character. It gives the reader the impression that it is the chief business of a public school to produce a healthy animal, to supply him with pleasant companions and faithful friends, to foster in him courage and truthfulness, and for the rest to teach as much as the regulations of the school enforce, but no more. It is to be feared that Hughes's own boyhood was not spent with the best set at Rugby. . . . His typical school-boy is seen delighting in wanton mischief, in sport, in a fight, and even in a theft from a farm-yard, distinguished frequently by insolence to inferiors, and even by coarseness and brutality, but not by love of work or by any strong interest in intellectual pursuits. . . . This picture of a public school, in spite of its attractive features and of its unquestionable power and reality, will probably be quoted in future years as illustrating the low standard of civilization, the false ideal of manliness, and the deep-seated indifference to learning for its own sake which characterized the upper classes of our youth in the early half of the nineteenth century."

This is a somewhat unusual view to take of the famous schoolboy classic, but it is not without justification, and has peculiar interest from the fact that it is presented, in a way, as reflecting Matthew Arnold's own opinion.

Sir Joshua quotes one passage from Matthew Arnold which has a pathetic personal interest. It is from the preface to the little volume of "Bible Reading for Schools," which was never used, as far as the writer knows, in any school whatever.

"For anyone who believes in the civilizing power of letters, and often talks of this belief, to think that he has for more than twenty years got his living by inspecting schools for the people, has gone in and out among them, has seen that the power of letters never reaches them at all, and that the whole study of letters is thereby discredited, and its power called in question, and yet has attempted nothing to remedy this state of things, cannot but be vexing and disquieting. He may truly say, like the Israel of the prophet, 'We have not wrought any deliverance in the earth!' and he may well desire to do something to pay his debt to popular education before he finally departs, and to serve it, if he can, in that point where its need is sorest, where he has always said its need was sorest, and where, nevertheless, it is as sore still as when he began saying this twenty years ago. Even if what he does cannot be of service at once, owing to special prejudices and difficulties, yet these prejudices and difficulties years are almost sure to dissipate, and the work may be of service hereafter."

"Of service hereafter." Yes, in many ways of which a man can himself hardly conceive, work done for education in Matthew Arnold's spirit is sure to make its influence felt. That spirit, embodied in Arnold's many volumes of poetry and prose, is working like a leaven in thousands of generous minds, each of them in turn bringing others into its beneficent contact. Hence we welcome to the educational workshop such books as the two already discussed in this article, as well as the small volume of "Selections from the Prose Writings of Matthew Arnold," which Professor Lewis E. Gates has just edited for school use. The selections embrace "what is most characteristic in Arnold's criticism of literature and life," his best thoughts on style, translation, the function of criticism, the place of science in education, the antithesis of Hebraism and Helenism, the doctrine of "sweetness and light," and the argument for "the not ourselves" as the basis of a rational religious belief. There are about a score of selections altogether, filling nearly three hundred pages, and followed by some fifty pages of notes. The book is a companion to the editor's similar volume devoted to Newman, and is provided, like its predecessor, with an elaborate introductory essay. This essay is deserving of very high praise. It is artfully contrived

to present a conspectus of the whole circle of Arnoldian ideas, yet there is no suggestion of pedantic formalism in the treatment; it is graceful, acute, subtle in suggestion, full of delicate felicities of expression, and altogether the most satisfactory critical discussion of Arnold with which we are acquainted. A part of the closing paragraph may be copied here to illustrate the quality of the whole.

"He accepts — with some sadness, it is true, and yet genuinely and generously — the modern age, with its scientific bias and its worldly preoccupations; humanist as he is, half-romantic lover of an elder time, he yet masters his regret over what is disappearing and welcomes the present loyally. Believing, however, in the continuity of human experience, and above all in the transcendent worth to mankind of its spiritual acquisitions, won largely through the past domination of Christian ideals, he devotes himself to preserving the quintessence of this ideal life of former generations, and insinuating it into the hearts and imaginations of men of a ruder age. He converts himself into a patient mediator between the old and the new. Herein he contrasts with Newman on the one hand, and with the modern devotees of æstheticism on the other hand. . . . Arnold, with a temperament perhaps as exacting as either of these other temperaments, takes life as it offers itself and does his best with it. He sees and feels its crudeness and disorderliness; but he has faith in the instincts that civilized men have developed in common, and finds in the working of these instincts the continuous, if irregular, realization of the ideal."

WILLIAM MORTON PAYNE.

THE POLYCHROME BIBLE.*

The white light of Holy Writ has passed through a prism of "eminent biblical scholars," and has been broken into the colors of the critical spectrum. This process has been announced in laudatory terms through many channels for the last five years. We have been told that this will be the focal point of modern biblical scholarship, and in these terms: "The Polychrome Bible will have the unique distinction of representing the united Biblical scholarship of the civilized world." Of the civilized world! An examination of the staff of thirty-eight editors reveals only English and German speaking scholars. Then "We are the people," and do other nationalities go for naught in biblical scholarship?

This spectrum Bible is to be a translation into modern English of a revised Hebrew text. It is to be so clear and intelligible as to do away with glossaries, commentaries, etc. It is to be a work not for scholars only, but "for the people." To indicate to "the people," "the results of modern biblical criticism as to the different sources from which some of the Old Testament Books have been made up, the [English] text is printed on variously colored backgrounds exhibiting the composite structure of the books." To these visual delights are added illustrations of the monuments of Egypt and Assyria, of biblical sites, etc. If these predictions and pledges are all fulfilled we shall have the most marvellous and most welcome and most useful religious work of the century — the quintessence of modern biblical scholarship, modern literary English with ample explanatory notes and illustrations, and the banishment of commentaries.

The appearance of three volumes of this series is hailed with peculiar satisfaction. With a lively interest we dip into their pages. Their chromatic and pictorial character lightens the appearance of the task, and gives them at first sight an air of popularity. We discover that each volume has the same twelve pages of "Introductory Remarks," in which the reader is dazed by two full pages, and double columned at that, of abbreviations; and "the people" here ascertain, as they must if they are to read these volumes, the signification of J, E, JE, D, E, E2, H, and a lot of other alphabetic symbols.

The volume on Judges uses a full set of seven colors, and also italics, to designate the different strata of documents originating from the ninth century down into post-exilic times. Chapter VI. alone exhibits six colors or backgrounds — six documents pieced together with amazing ingenuity. Professor Cheyne's Isaiah, rather group of Isaiahs, is both a critical analysis by colors, and a tearing up and a new arrangement of the entire book. There is nothing like it in all the field of biblical criticism. It is subjective, erudite, and revolutionary. The volume on the Psalms is not polychrome at all. It is a straightforward white-page translation of the Psalter.

A translation into modern English is one great aim of this series. These three books are quite enough to test the results. Of course,

* THE SACRED BOOKS OF THE OLD AND NEW TESTAMENTS: A New English Translation, with Explanatory Notes and Pictorial Illustrations. Prepared by eminent Biblical Scholars of Europe and America, and edited, with the assistance of Horace Howard Furness, by Paul Haupt, Professor in Johns Hopkins University, Baltimore. New York: Dodd, Mead & Co.

THE BOOK OF JUDGES. By the Rev. G. F. Moore, D.D., Professor in Andover Theological Seminary.

THE BOOK OF PSALMS: With an Appendix on The Music of the Ancient Hebrews. By J. Wellhausen, D.D. English Translation of the Psalms by H. H. Furness.

THE BOOK OF THE PROPHET ISAIAH. By the Rev. T. K. Cheyne, D.D.

the age-worn and smooth-sounding phrases of the Authorized and Revised Versions are missed, but in many passages, particularly in the Psalms, they are replaced by expressive and pithy modern English. This indeed is not always the case. The beauty and clearness of translation, however, is sometimes marred by the element of emendation or conjecture which underlies it. The lay reader is often in doubt as to whether what he reads faithfully represents the original or is a conjectural emendation of the editor. Again, what timorous motive led the editors to put into the English translation such an unpronounceable combination as JHVH? Why not say either Jehovah or Jahweh?

"The explanatory notes" are critical, topographical, and sometimes exegetical. But the pictures are only fair to medium — are not new, but are found in other works, and some of them even reveal the hand of a late redactor, and still the colors are missing.

It should perhaps be said that no one of the editors of the volumes already issued would dogmatically say that his statements are final; in fact, "probable" is as strong a word as he would use. The volumes represent, not "the united Biblical scholarship of the civilized world," but each volume represents the scholarship of *one man*, with marks of a redactor's hand. They give us, visually, the analysis of the Old Testament as made by some of the most advanced schools of critics. Scientific students in literary and historical fields, and all Bible students, can now test the literary and historical methods and conclusions of these "eminent scholars." The Polychrome Bible, with its technicalities, its analyses, its critical standards, will be of value to scholars only; ordinary Sunday-school or Bible-class teachers will find little if any interest in it. The popular features in illustration, in luxurious initial pieces, and chapter closings, will not outweigh its technique, will not make it a book "for the people." At present estimates, the Old Testament alone will cost in twenty volumes about $40 — not too much if it should fulfil all the promises made for it. But it falls far short, and bids fair now to be a scholarly work by "eminent scholars," and of real value throughout to scholars only.

IRA M. PRICE.

BELL'S popular series of guide-books to the English cathedrals has just been made to include a monograph on "The Cathedral Church of Exeter" (Macmillan), written by Mr. Percy Addleshaw, and richly illustrated from photographs.

SOME RECENT BOOKS ON EDUCATION.*

The latest addition to "The Great Educators" series is a volume on "Horace Mann and the Common-School Revival in the United States," by Professor B. A. Hinsdale. Professor Hinsdale has given us an interesting, a judicious, and a capable sketch of this great educator, and of the common-school revival in which he bore so large a part. There is also a well-considered and valuable *résumé* of the progress of elementary education in the United States for the first two centuries of its history. Professor Hinsdale naturally gives most attention to Mann's labors as Secretary of the Massachusetts State Board of Education. During the twelve years he held this post he effected little less than a revolution in common-school education in that state, and his manifold self-sacrificing labors are set forth with clearness and with considerable fulness. One chapter is devoted to a very useful summary of Mann's famous Reports to the Board of Education. The author concludes this chapter by the remark that these documents present Mann to the world "as an educational statesman rather than a philosophical educator or a trained pedagogist." "The reports are among the best existing expositions, if, indeed, they are not the very best ones, of the practical benefits of a common-school education both to the individual and the State. The student or educator, the journalist or politician, who is seeking the best arguments in favor of popular education, will find them here." The book contains a selected bibliography. Altogether the work is a well-written and trustworthy account of perhaps the greatest hero in American educational history.

Professor Thwing, of Adelbert University, has lately added to his already considerable list of books on college subjects a work entitled "The American College in American Life." In this volume he aims "to bring the American college into closer relationship with American life, and — so far as may be — to bring American life into a more vital touch with the American college." Hence he is concerned chiefly with the college, not as producing scholars, but men of affairs and citizens, and as a general fitting-school for any worthy career. An interesting chapter is given to "Certain Present Conditions," and the question is dis-

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*HORACE MANN, and the Common-School Revival in the United States. By B. A. Hinsdale, Ph.D., LL.D. New York: Charles Scribner's Sons.

THE AMERICAN COLLEGE IN AMERICAN LIFE. By President Charles Thwing. New York: G. P. Putnam's Sons.

THE TEACHING OF MORALITY. By Sophie Bryant, D.Sc. New York: The Macmillan Co.

THE STUDY OF CHILDREN. By Francis Warner, M.D. New York: The Macmillan Co.

CHILDREN'S WAYS. By James Sully, M.A., LL.D. New York: D. Appleton & Co.

THOUGHTS AND THEORIES OF LIFE AND EDUCATION. By J. L. Spalding. Chicago: A. C. McClurg & Co.

BIBLIOGRAPHY OF EDUCATION. By W. S. Monroe, A.B. New York: D. Appleton & Co.

cussed, among others, as to whether we have too many colleges. The author decidedly thinks we have too many, and that every effort should be made "to prevent the foundation of more colleges; to unite, if it be possible, certain ones of those now existing; to strengthen the colleges already well endowed, well established, and well situated,—to make these not only great but the greatest possible." It is to be noted that President Thwing neither here nor elsewhere seems to consider the relation of college to university in reference to this question. Perhaps an ideal apportionment would be one high-school to every ten thousand population, one college to every hundred thousand, and one university to every million. Other chapters deal with such topics as college religion and morals, college expenses, difficulties and dangers of college life, etc.; and finally there is an optimistic chapter on the future of the American college. The volume is, as a whole, a good *conspectus*, and will be especially serviceable to all who have to do with college administration.

The "Teaching of Morality," by Sophie Bryant, D.Sc., is a brief but suggestive handbook for teachers and parents. The opening chapter is a close philosophical and psychological treatment of "Moral Education in General," followed by chapters on the "Intellectual and Moralizing Processes Involved in the Study of Morality," on the "Principles of Teaching," and on "Virtuous Character" and "Social Membership." Great stress is laid on initiative, on leading the pupil to a stage of rational self-activity. The whole book shows a clear insight, based on both experience and reflection; and we regret that a large portion is so condensed, abstract, and dry, that it must fail of the widest service. A single sentence is worth quoting as giving some idea of the author's method and standpoint. "My experience — based on some teaching to school girls between the ages of twelve and eighteen — is, (1) that young people are much interested in the ideas of right and wrong; (2) that they are apt to be impressed and effectively moved by that strain of moral reflection which shows the unity of virtue in all variety of virtues; and (3) that they acquire this kind of knowledge as naturally as any other, while they are apt to apply it with more interest and skill."

Dr. Francis Warner, who is already favorably known for his works on psychology, has given us a valuable manual on "The Study of Children and their School Training." It is distinctly a physiological study of the growth of the child from early years through adolescence, giving special attention to nerve-signs of all kinds. In a very definite, concrete way, and with illustrations, the reader is taught to observe in children such physical expressions as twitchings, "fidgetiness," hand and head postures, etc., and to interpret them aright. This book seems to us an extremely suggestive and important one for teachers and parents; and being simply written, and free from technicalities, it may be understood and applied with ease by any reader. As an example of Dr. Warner's method of expounding his subject, we quote a paragraph from the Introductory Chapter. "A boy, eight years of age, in preparatory school, was said to be so dull at learning Latin that it was thought impossible to continue the attempt to teach him. He was healthy and well made; he showed no signs of mental defect, and was, otherwise, quick and bright. He had learned to read well, and read story books for pleasure. I noticed that, in reading, he followed the words on the printed line by moving his head, not moving his eyes in their orbits; this did well enough for story-reading, when he skipped much of the page. Moving the head in place of turning the eyes did not admit of sufficient accuracy for studying Latin. Some attention to eye-drill soon removed all the difficulty complained of, and the boy made good progress. This cause of mental dullness serves to illustrate the usefulness to teachers of personal observation."

Another book on Child Study is Professor James Sully's "Children's Ways," an abridgment of his work on "Studies of Childhood," made to suit "the requirements of the general reader." This book consists mainly of anecdotes dealing with children who have attained some command of language. The work is a compilation, largely from Stanley Hall and other American observers; but it is not a very clear or well connected whole. In his efforts at popularizing, Professor Sully sometimes assumes a certain condescension which is uncalled for either by the subject or by the reader. Some of Professor Sully's remarks will doubtless seem questionable, both to the general reader and advanced student,—as when he assures us that animals have no imagination. While the book as a whole can hardly be regarded as adequate to the subject, it will undoubtedly be of considerable interest and value to parents and others.

Bishop Spalding's latest volume, "Thoughts and Theories of Life and Education," contains a series of addresses of a general character on the nature and spirit of education in relation to life. These discourses are not meant so much for information as for inspiration; but while the truth is mostly truism, it is always earnestly and often eloquently rehearsed with an Emersonian sententiousness. The last chapter, on "The Teacher and the School," speaks bravely for the elevation of the common school above politics, and of teaching to a definite rank as a profession.

Number XLII. of the International Educational Series is "Bibliography of Education," by Mr. W. S. Monroe. This is a selected list of 3,200 books printed in English, and mostly of recent date. In some instances a descriptive note is added. We find this list lacking in some points, as, for instance, it mentions neither Brodrick's "History of Oxford University" nor Charles Dickens's "Schools and Schoolmasters"; nor yet do we find notice of Emerson's "College Year Book," or of "Minerva." On

the other hand, it includes many books which certainly do not belong in a bibliography of this scope, as Farrar's "Life of Christ," and Kant's "Critique of Pure Reason," and others of like nature. But though we do not think this list as good a one of its size as might be made, yet it will be found serviceable, especially by reason of a very full index.

HIRAM M. STANLEY.

BRIEFS ON NEW BOOKS.

The ideals of a stalwart American.

Mr. Theodore Roosevelt's "American Ideals, and Other Essays Social and Political" (Putnam) is in many respects an excellent book for young Americans especially to read. The best part of it is its trenchant discussion of the problems and scandals of our municipal politics and of the duties of the citizen in relation thereto. What Mr. Roosevelt says in this regard is so sound and patriotic that his occasionally rather "bumptious" manner of saying it is the more regrettable. There is a certain something in Mr. Roosevelt's manner or personality that has led people to take a somewhat comic view of him, and to treat his pretensions as a social and political philosopher and teacher with some levity. But it cannot be denied that his own record is exceptionally such as to entitle him to a most respectful hearing on municipal questions, and even to warrant him in lecturing with some asperity the deplorably large class of people who shirk the performance of all such political duties as involve the prospect of risk or inconvenience or unpleasantness to themselves — in fact, of such duties as make a real demand on one's manhood and patriotism. Mr. Roosevelt has himself gone down into the thick of the fray like a man, and done battle with the "boss" and the "heeler" on his own ground; and he naturally harbors a robust contempt for those whom he calls the "timid good." He has no sort of patience with the superfine folks who shun contact with their ruder and coarser fellow mortals, and mince daintily through life much as a sleek house-cat picks its way over a gutter. In his opinion, the man who is too timid or too finical or too indifferent to take part in the often rough and disagreeable preliminary work that must be done at the caucuses and primaries, if we are to have honest government and decent officials in this country, is out of place in a republic. Mr. Roosevelt's patriotic heat leads him into a little inconsistency now and then. He scolds, for instance, at the American who, electing to live abroad, makes his home in England or France or Germany, and tries to become an Englishman or a Frenchman or a German, accordingly; but for the *foreigner*, on the other hand, who expatriates himself, who abjures his native patriotism and the land of his birth, who comes to us and tries by every means in his power to divest himself of his own nationality and become an American, Mr. Roosevelt has nothing but praise. But Mr. Roosevelt's rule seems to be one of those poor ones that will not work both ways. The essays in the present volume are reprinted from leading periodicals, and they deserve for the most part their more durable setting.

The commonest forms of oratory.

In tracing the History of Oratory, Professor Lorenzo Sears produced a book popular enough to be of general interest and yet careful enough in its plan and treatment to be of value to the student. His later work, "The Occasional Address" (Putnam), is of somewhat similar character; it is founded upon material carefully gathered from many sources; it is planned and developed carefully, and with sufficient particularity; it is written in a pleasant vein that makes it easy reading. As in the previous book, the man who searches for definite facts is often vexed at not finding them, or at sometimes, perhaps, finding debatable matters stated in too confident a way. But these books do not affect to be works of deep erudition: they are rather, we should say, designed first for the college student, and we think them well calculated to reach their audience. "The Occasional Address" is the term chosen by Professor Sears to designate a form of demonstrative oratory very common here in America, and one which comes most readily within the reach of college students. The term denotes speeches, orations, addresses, made on special occasions,— commemorations, celebrations, and the like. To be more exact, and to mention as examples the special forms discussed by Professor Sears in Part III., it includes such forms of speaking as the Eulogy, the Commemorative Oration, the Expository Address or Lecture, the Commencement Oration, the After-Dinner Speech. To such forms of speaking, we Americans, as has often been pointed out, are greatly inclined; every one of us may therefore read Professor Sears's book with a sort of personal interest. It includes not only a discussion of the different forms noted above, but also of the different qualities necessary to such speaking, and also (indeed, the topic is treated first) an analysis of the elements of such an address, — as purpose, subject, particular parts. The topic is undoubtedly one of very considerable and very broad interest. And although we regret in this book a sort of vagueness or even of inaccuracy which we sometimes perceive, we presume that these matters are almost of necessity incident to a mode of treatment which will put the topic in an attractive manner before the large audience which will find interest in it.

Hermeneutic criticism.

A certain catholicity of taste, if it be genuine, is generally earnest of power of mind as well as breadth. A man may be familiar with Leopardi and Senancour and the poetry of Matthew Arnold, and yet be a prig. He may be devoted to Browning and Shelley, and yet be merely following a current fashion. He may see great and wonderful things in Walt Whitman's

every line, and yet be what he too often is. He may be interested in Hauptmann, and yet have no especial care for literature beyond a sort of journalistic "modernity." But it is not easy to imagine a man to have had all these interests without being, or at least becoming, himself rather an interesting personality. There has also been held to be a certain sacramental effect in a great author; so that a man who has read Balzac, for instance, must be different from a man who has not. Such an effect may not be inevitable with one or another, but to some degree it is inevitable after such broad reading as we have been speaking of. Here are two adequate reasons for looking at Mr. W. N. Guthrie's "Poet Prophets" (Robert Clarke Co.) Nor will the book disappoint confident expectation. As a rule, we distrust the criticism that takes as a fundamental position the view implied in that title, because that criticism is too apt to be a kneading-up of the whole-wheat flour of Carlyle with the water of book-club wisdom,— often without the yeast of individuality. But a follower of Carlyle is not apt to have tidings of Leopardi, nor is a book-club prophet apt to speak intelligently of Mr. Swinburne. Mr. Guthrie's table of contents restored the equanimity shaken by his title. We recommend his book to the reader. From a good many of his opinions we dissent. But that minor matter is lost in the refreshing feeling which comes from a new volume of essays on literature, that is neither a bundle of clever enough aperçus dredged up from forgotten periodicals, nor a few pleasant revivals of current literary gossip. This is a volume of essays on literary topics, thought out coherently and in earnest, and put down seriously, although not with the heavy hand that allows nothing for the amenities of writing. We think that Mr. Guthrie on the whole takes a standpoint somewhat too philosophical. We think that this prevents him from being a great critic, because it does not disclose some more purely literary values. It may also prevent some from reading him with pleasure, because he often gets beyond the easy comprehension of the healthy general reader. Still, this is rather a small point, and perhaps also something of a matter of opinion.

The science of Sleep.

In the latest issue of the "Contemporary Science Series" (Scribner) we have an admirable monograph upon an extremely important but neglected subject, the blessed gift of sleep. The book comes originally from Russia; and its author, Marie de Manacéine, exhibits an unusual power of judicious statement and orderly arrangement. The volume sums up in a very readable form our knowledge regarding the condition in which we pass a third of our lives. This knowledge is grouped about four headings,— the physiology of sleep, its pathology, its hygiene, and its psychology. What occurs within the body during sleep; the intensity of sleep at various periods of the night; the changes in the nature of sleep as we grow older; the changes in the circulation of the blood, in respiration, and, most significant of all, in the nervous system,— these and many equally important factors that distinguish the condition of the body in sleep from that in waking hours are clearly described in the light of recent research. The pathology is mainly given over to the nature and varieties of insomnia, and of its opposite, the excessive tendency to sleep, and also to sleep-like conditions, somnambulism, half-waking states, and the like. How we ought to sleep is told us in no pedantic or arbitrary strain, but in the light of ascertained principles judiciously applied with due reference to age and health and habits and condition of life. The psychology is mainly concerned with the mental activities during sleep; the direction of the attention; the subdued but not perfectly passive senses; the alert lower centres, and the operation of the mind in dreams. The dream-world, however individual and fantastic, yet has its laws and principles. The light of psychological research has penetrated into the recesses of the sleeping soul, and to a certain extent has shown what stuff our dreams are made of. Perhaps the day is not distant when we shall pay as much attention to the formation of good habits of sleep as of good habits during our waking hours, and the determination of what is wholesome in the one case as in the other can come only as the result of a comprehensive study of our mental and bodily activities. A valuable introduction to such study is furnished by this well-written volume. Its value is further enhanced for English readers by copious additions to the English edition, including mainly those due to the ingenuity and industry of English and American workers.

For private theatricals.

One of the most universal tendencies among clever people is a leaning toward private theatricals: almost everybody, indeed, has something of it. It is true that in most cases the feeling never comes to any sort of realization; but it comes to realization often enough to make it a little curious at first thought that there are not more good amateur plays than there are. Second thoughts, of course, inform one that the reason is that in this matter the universal desire of the amateur is to be professional. Amateur companies are apt to prefer rather difficult plays from the real stage, — society comedies of the day, for instance. At any rate, since half the fun lies in being professional, amateur plays are not much sought after. We think, however, that there are many who may find in "The Charm, and other Drawing-Room Plays," by Sir Walter Besant and Mr. Walter H. Pollock, some little things that will be quite as good to give as many that are much more ambitious. Drawing-room plays these are called, and they depend, therefore, more on costume than on scenery and more on dialogue than on situation. Two or three of them are costume plays which give excellent opportunity for exquisite and careful preparation. But there are half a dozen which need no more than the costume of the day

and the opportunities of any drawing-room. They are all short and well within the reach of any set of amateurs who are not absolute beginners. Absolute beginners should confine themselves to Shakespeare. We do not know that it is much to the purpose to comment on the literary characteristics of these plays, but it may not be out of place to remark that they have not the slightest reminiscence or flavor of present literary conditions. Ibsen, Hauptmann, Sudermann, Maeterlinck, Pinero, might never have existed so far as these sketches indicate. They continue the traditions of the British Drama of twenty-five years ago. The average amateur may not object to this point: technically, the plays are clever and suited to their purpose; that may be enough for him. But we do not see why, in a period of considerable dramatic ferment, the amateur as well as the professional should not be aware of current movement in his art.

A philosophical study of Anarchism.

Mr. E. V. Zenker's book on Anarchism, published by Messrs. Putnams, deserves particular attention. The author has dealt with a very obscure and strange theory, and with conflicting phases of that theory, in a sane and orderly way. He gives sufficient biographical, historical, and economic information to make the subject clear to any intelligent reader, and he has inserted authoritative statements from original sources at critical points, so that the book may be used as evidence. It can hardly be said that his discussion of the greatest leaders is adequate and final, though it is a good sketch. The conclusion is moderate in tone and free from all elements of panic. The author thinks that a policy of suppression of discussion and of unusual and special penalties is not desirable. The criminal law is, as Lord Roseberry said, amply sufficient to cope with the "party of action." Some phases of truth have been brought out by Anarchists, and the criticism of existing society can best be met by more competent theory and by practical measures of amelioration. "We therefore demand for the Anarchist doctrine, as long as it does not incite to crime, the right of free discussion and the tolerance due to every opinion, quite without regard to whether it is more dangerous, or more probable, or more practicable than any other opinion." The social function of Anarchism is in its criticism of Socialism as the tyranny of the majority over the individual, and in its criticism of a social system which neglects the least influential members of society.

The lighter labors of a statesman.

We are not wholly in favor of collections of already-published stories by well-known novelists, nor of the essays of by-gone years by well-known men of letters, nor, by anybody, of the weekly or monthly contributions to some page or column. But when a man eminent in some other respects gathers together such work as he has had time to do in letters, the result is apt to be interesting. Thus, the president of a great university makes a selection from his occasional articles of twenty-five years, and the result has value; or a great preacher publishes the non-clerical addresses or essays he has had time to write, and the result again has value. In like manner Mr. Henry Cabot Lodge's "Certain Accepted Heroes" (Harper) is a book which stands a little aside from the ordinary collections of essays. Books of this character always have, besides the intrinsic value of their contents, a sort of additional value in the known position of their author. It is, however, rather interesting to look at this book without any recollection of what we really know of the author. Here are three or four essays on literary subjects, three which are chiefly political, and two which are historical. Or, again, we have two which would reverse current conceptions, two which would show that in some directions we are as good as the English, two which have a full-blooded interest in public affairs, two which are the result of disinterested curiosity, and one other. The book is written by a man of wide range of interest, a man who believes in public life and in America too, a man who has the curiosity of the scholar, as well, perhaps, as a certain amount of the current pleasure in removing ancient landmarks. It may be that we have here enough criteria to identify at once the junior Senator from Massachusetts. Perhaps he will not thank us for having hinted that the field of literature is not that in which he is most at home. But he cannot find fault with us for considering his essays better than some work we have seen by writers who are more definitely thought of as men of letters.

A notable contribution to Goethe study.

The publication, by Messrs. D. C. Heath & Co., of the second part of Goethe's "Faust," edited, with Introduction and Notes, by Professor Calvin Thomas of Columbia University, is a noteworthy event in the history of Goethe study in America. We had several editions of the First Part before that by Professor Thomas, though none so good; and in the present volume he has been guided by the same idea that characterized his former work. He emphasizes the value of "Faust" as literature: not as didactics or philosophy or allegory, but as a work of art. The editorial matter shows abundant evidence of sound linguistic scholarship and of thorough familiarity with the more immediate department of Goethe philology, but it is the literary aspect of the work that renders it distinctive. In an Introduction of some seventy pages, Professor Thomas goes into a careful study of the genesis of the poem. He traces the idea of the division into two parts: the growth of the Helena episode, and its connection in completed form with the first and second and with the last two acts. More briefly, the Second Part as a whole is considered; and finally some critical observations are added. Professor Thomas has no occult interpretation to urge, is not even concerned to explain away the inconsistencies

of the work or to argue a unity that the poet never imagined that he had given his work. His study has been, rather, a labor of love that has found its own highest reward in the spiritual assimilation of the master's thought, and that seeks to open to the student the same rich treasure. The hundred and twenty pages of notes discuss real difficulties, explain allusions that might be unfamiliar to the ordinary reader, present the results of the best and most scholarly criticism, but do not pretend to be exhaustive or to discuss the pros and cons of disputed interpretations. The work makes it possible for the student interested in Goethe's poetry to read and enjoy his greatest work. Its result should and doubtless will be to promote the study of "Faust" in our colleges and by the intelligent and reading public.

A handbook of European history.

At first glance Mr. Arthur Hassall's "Hand-book of European History, 476 to 1871" (Macmillan) seems superfluous, since there already exists the hand-book of Ploetz, with an English translation. But on examination one finds in Mr. Hassall's work a much fuller and more complete array of facts, covering a much less extended field. The book is therefore not without its reason for being. The arrangement is also an improvement, and a vast improvement, on that of Ploetz. If we could add that the work was perfectly accurate, or even reasonably so, there could be no higher praise. But, unfortunately, it is not accurate; and thus the one eminent virtue of a hand-book of dates is wanting. Opening the book at random, one discovers on careful examination that there are six errors on pages 146 and 147. The Synod of Dort is said to have met in 1618, while the correct date is 1619; the deposition of Ferdinand of Bohemia is given as taking place in April, 1619, instead of August. The battle of the White Hill is placed in 1621, while it was fought in 1620; the Protestant Union was dissolved in April, but this compilation says the month was May; it speaks of the Four Articles of Perth, but there were Five, and it gives the date of their enactment as August 25, 1618, instead of August 27. Errors so numerous and so inexcusable render the work of but small value.

A new Life of William of Orange.

The world's interest in the great leader in the Dutch War for Independence, like that in our own Washington, seems to grow rather than abate, and thus each has met successfully the final test of greatness. Last year we welcomed the scholarly and fascinating volumes of our American student, Miss Ruth Putnam; now the veteran English scholar and author, Mr. Frederic Harrison, has put out another study of the great Dutch patriot in the "Foreign Statesmen" series (Macmillan). Mr. Harrison's life of Oliver Cromwell has been recognized as a model of its kind: a brief political biography that is clear and impartial, yet with the vitality and interest that come from deep interest in the subject and profound study of it. He has the ability to see the faults in his hero, and yet see them subordinate to that hero's great qualities. This new book is a worthy companion to the former, and portrays a character in many ways like that of the great Puritan. The author's knowledge of the sixteenth century is so intimate that he is able to put before the reader in brief compass the complex situation of European affairs, not attempting to follow its tangled threads, but to show the leading motives that shaped the conduct of English, French, German, and Spanish rulers in their relations to the desperate struggle of the Netherlands for political and religious liberty. And the frank disclosure of the weaknesses of William, his prevarications, subtlety, and occasional wrong-headedness, only furnishes the contrast that makes his steadfastness, his complete self-sacrifice, his far-seeing statesmanship, and his broad religious toleration in an exceedingly narrow age, the more resplendent. The busy man can come to know the real William through this little book; while the historical specialist will be grateful to the author, for it is a fresh study from the sources.

Pleasant studies out of doors.

Mr. Charles M. Skinner's latest volume gives a hint of his piquant way of putting things in its title, "With Feet to the Earth" (Lippincott), by which is meant the attitude necessary to the pedestrian. Mr. Skinner is a lover of Nature, and is never in better mood than when he is with her or talking about her. She sets his thoughts at work, and the pen puts down the results in serious, humorous, and always choice phraseology. The ten sketches which make up the present volume relate the author's experience in a series of rambles in the city and the country, at different seasons of the year and varying hours of the day and night. There is no particular study of animal or plant life apparent, but there is a keen and broad appreciation of all that lives out of doors, and much apt and suggestive reflection upon the manifold phases of earth and sky, and upon the human life which gives interest to the scenes of earth.

Morals and manners from the "Easy Chair."

Under the collective title "*Ars Recte Vivendi*," Messrs. Harper & Brothers reprint twelve of Mr. George William Curtis's "Easy Chair" essays, each one dealing, as the title of the volume imports, with a point of morals or manners. The titles are: "Extravagance at College," "Brains and Brawn," "Hazing," "Theatre Manners," "Woman's Dress," "Tobacco and Manners," "Newspaper Ethics," etc. In point of precept, the book is an excellent one for young readers especially; though we doubt if the college-bred youth of to-day will have much patience with the Queen-Anne mannerisms and old-time artificialities and conceits of style generally with which Mr. Curtis thought fit to stucco over much of his "Easy Chair" moralizing.

Popular studies of insect life.

An unusually attractive book for the novice in the study of entomology is one by Professor Clarence Moores Weed, recently published under the title of "Life Histories of American Insects" (Macmillan). Its entire aspect is engaging, from the large open type, handsome page, and abundant illustrations, to the curiously pied cover besprinkled with bugs and beetles on an underground of leaves. Twenty-six species or groups of species are figured in the book, and their stories told in clear and explicit terms. In many respects the story of insect life is the story of human life on a diminutive scale. The instincts and appetites are strong and crude, the sagacity and artifice manifested are astonishing, and the whole history, from egg to imago, shows the manifold resemblances between man and the lower grades of animal life.

BRIEFER MENTION.

The student of classical archæology will find his account in the handsome new volume of Signor Rodolfo Lanciani, entitled "The Ruins and Excavations of Ancient Rome" (Houghton). It is "a companion book for students and travellers," running into upwards of six hundred pages, and richly illustrated with maps, diagrams, and photographic plates. The work is made useful in every imaginable way, and has, of course, the additional advantage of being entirely up to date. We may at the same time mention the publication of "The Christian Monuments of Rome" (Black), by H. M. and M. A. R. T., which is the first part of a "Handbook to Christian and Ecclesiastical Rome," intended, when complete, to occupy no less than four such volumes as this.

Mr. Temple Scott's "Book Sales of 1897," just published by the Macmillan Co., takes its place upon the shelf with the similar volumes for previous years. American sales (to the number of three) are now for the first time included within the scope of this valuable bibliographical work. The entries run nearly up to six thousand, and are, of course, selected from a much larger possible number. Mr. Scott notes an advanced demand for French writers of the eighteenth century, and sustained values for works on English literature, sport, and early gardening, as well as for Americana, and extra-illustrated volumes. On the other hand, Cruikshankiana and Kelmscott books show some signs of a tendency to go out of fashion.

We noticed in these columns a few months ago a very helpful book on Latin Manuscripts. The same class of readers to whom that book appeals — advanced students and teachers — will have reason to thank Mr. W. M. Lindsay, of Jesus College, Oxford, for his "Handbook of Latin Inscriptions" just issued from the press of Allyn & Bacon. After stating very lucidly, in the introductory paragraphs, some of the fundamental principles of form changes in Latin, the author gives a collection of inscriptions in illustration of these changes from the earliest period down to "Imperial and Late Latin." For long years to come, as in the past, a large proportion of Latin teaching preparatory to college must be done by those who have not had the advantages of graduate study and have not the means to secure for themselves the published results of classical research. For these teachers, whose embarrassing position is their misfortune and not their fault, such handbooks as this are an inestimable boon, and the friends of classical study may well work and pray that their number may increase.

"A Text-Book of General Botany" (Longmans), by Dr. Carlton C. Curtis, is a work of considerable dimensions, based upon the laboratory work required of beginners at Columbia University. It takes up a series of species, and provides material for a stiff year's course of two hours' daily work. The illustrations, although not as numerous as in many works of this description, are exceptionally well-chosen and carefully drawn. Mr. L. H. Bailey's "Lessons with Plants" (Macmillan) is designed for very young students, and deals in simple style, not only with the elements of botanical science, but also with many practical matters of gardening. Mrs. Lucy L. W. Wilson's "Nature Study in Elementary Schools" (Macmillan), is a manual for teachers, and comes highly recommended by Colonel F. W. Parker, who contributes a brief preface.

In the way of modern language texts, the latest publications sent us are the following: a volume of "Voltaire's Prose" (Heath), edited by Professors Adolphe Cohn and B. D. Woodward; "An Elementary Scientific French Reader" (Heath), by Dr. P. Mariotte-Davies; "La Guerre de l'Indépendance en Amérique" (Ginn), by M. A. Morreau, edited by Professor A. N. Van Daell; Schiller's "Wilhelm Tell" (Macmillan), edited by Professor W. H. Carruth; Herr Helbig's "Die Komödie auf der Hochschule" (Heath), edited by Professor B. W. Wells; Zschokke's "Der Zerbrochene Krug" (Heath), edited by Professor E. S. Joynes; and Part II. of "Faust" (Heath), in the scholarly edition of Professor Calvin Thomas. In this connection, it may not be out of place to mention Dr. C. A. Buchheim's "Golden Treasury" edition of "Heinrich Heine's Lieder und Gedichte," published by the Macmillan Co.

That the "reader" still holds its own as an educational device is evident from the many publications of this description that continue to issue from the press. But the crusade against the fragmentary reader of the traditional sort is having its effect, and some degree of unity is usually aimed at by the modern compiler. Illustrations of this tendency are offered by Mr. J. H. Stickney's "Earth and Sky" (Ginn); "Australia and the Isles of the Sea" (Silver), edited by Mr. Larkin Dunton; and the volumes called "Stepping Stones to Literature" (Silver), edited by Miss Sarah L. Arnold and Charles B. Gilbert. The older type of book appears in "The Children's Fourth Reader" (Ginn) of Miss Ellen M. Cyr, and the "Lincoln Literary Collection" (American Book Co.) of Mr. J. P. McCaskey.

Covering in his public life the long period between the War of 1812 and the Civil War, twice a member of Congress, participating in Jackson's attack on the United States Bank, strongly opposed to the agitation of the Abolitionists, actively connected with the annexation of Texas, and always loyal to the Democratic party, Charles Jared Ingersoll is well worthy of a place among the public men of America, the memory of whose services too often passes away with them. His "Life and Letters" (Lippincott) at the hands of his grandson, Mr. William M. Meigs, enables one to form a very fair estimate of his work and his attitude toward the various questions of the day.

English Correspondence.

London, Feb. 5, 1898.

Although the air and sky here are balmy and blue enough to make us hope for an early spring, the season of the new incoming of books shows, as yet, no signs of approach. The hedges may be budding and the young plants shooting, but the "voice of the turtle" is not yet heard in the land. Here and there one hears whisperings and twitterings, but hardly any coherent statement of what we are to expect. That Mr. LeGallienne has finished his "Romance of Zion Chapel" will be no news to you; indeed, by the time this reaches you the work may be already published. Also, that Mr. E. F. Benson's new story, "The Vintage," is to be issued immediately will not be fresh. You will, probably, have heard that Mr. Frank Mathew, the author of "The Wood of the Brambles," has been engaged on a novel, and that it is to be called "A Lady's Sword"; that the title of "George Egerton's" long story is to be "The Wheels of God"; that Mènie Muriel Dowie has written a rival to her "Gallia"; and that Mrs. Gertrude Atherton, whose "American Wives and English Husbands" is almost delivered by the binders, has ready another novel, a sort of companion to this, to be entitled "The Great Black Oxen." Mr. S. R. Crockett's new romance will deal with the suppression of brigandage in Apulia. I find that Mr. Haggard's story is to be called "Elissa," and Sir Walter Besant's "The Changeling."

All this I need not have retailed, no doubt; but even old news requires reviving occasionally, just to keep us in mind of what it may often be very necessary not to forget. Now-a-days, one hears of coming events so far ahead of their happening that when they do occur they come as a surprise. I may, however, add, by way of apology for referring to these writers and their works, that "The Wheels of God" will be well worth reading. It is Mrs. Claremont's first essay at a long story, and its theme is sure to interest and fascinate. Mr. Frank Mathew is an able story-teller, and his new book is said to be even better than his last.

We have living in London a very charming and very facile young widow, who writes under the name of G. Colmore. She has already written a volume of poems, and one or two novels; but none have made much impression. I have had occasion, lately, to read the proof sheets of a new book of verses she is passing through the press, and I confess their contents have astonished me not a little. The poems are collectively called "Points of View," a title which seems to give no clue of any value. Therefore I shall say that the "points of view" refer to the excuses for "the conduct of life" which various individuals have to offer for their particular sins of omission or commission. The writer shows a remarkable facility for versifying; but the chief strength of her work is in the keen-sighted sympathy it everywhere displays. If the book does not get talked about, then it must be either that I am an easily impressed person, or that the world of readers is become sadly *blasé*.

You will be glad to hear that Burton's masterpiece in travellers' tales, "The Pilgrimage to Mecca and Medinah," is at last to be published in a cheap and handy form. It will be remembered that the copyright of the first edition of this great work expires in the present year. In 1879, however, a third edition was issued in which the late Sir Richard Burton included many revisions and alterations. This edition, under the editorship of Lady Burton, was issued about four years ago in two volumes. Now the copyright of this last issue has been acquired by Messrs. George Bell & Sons, and the two volumes with all the illustrations will soon form part of that firm's "Bohn's Standard Library." When published, they will make the most remarkable two-dollars' worth of reading in any language.

We are promised the completion of the printed catalogue of the books in the British Museum, early in the twentieth century. This catalogue has been a good many years in the making, and when it is finished a series of supplemental volumes will have to be started immediately; but had it never have been begun one would have wondered where on earth the officials in charge of our National Library would have placed the manuscript-catalogue. When the printing commenced, the MS. volumes numbered 3,000; what they would have amounted to now, it would be difficult to say. Even in the printed form, the reference set in the reading-room, which has blank leaves for additions, will make a goodly row of a thousand volumes.

Two or three new publishers are about to appear in London, but what they are going to publish is not yet known. One of them, Mr. Gerald Duckworth, learned his business with Messrs. J. M. Dent & Co., so that we may expect prettily got up books, at any rate; but whether he is to publish new works, or will follow the advice of the Authors' Society, and re-make the old books, I cannot say. Another new-comer, Mr. John Long, has set himself the task of catering for the novel-reading public, and already, I learn, he has in the press stories by Mrs. Lovett Cameron, Miss Esmé Stuart, F. W. Robinson, and Dr. Gordon Stables. At this rate our Publishers' Association will become a wealthy body,—fifty-two dollars per member, per annum, soon mounts up. But what are they going to do?

"Ian Maclaren," the other day, made a speech on "Local Patriotism"; by way of illustration he related the following experience: "Not long ago I was travelling from Aberdeen to Perth. A man sitting opposite studied me for a minute, and then, evidently being convinced that I had average intelligence, and could appreciate a great sight if I saw it, he said, 'If you will stand up with me at the window, I will show you something in a minute; you will only get a glimpse suddenly and for an instant.' I stood. He said, 'Can you see that?' I saw some smoke, and said so. 'That's Kirriemuir,' he answered. I sat down, and he sat opposite me, and watched my face to see that the fact that I had had a glimpse of Kirriemuir, or rather of its smoke, was one I thoroughly appreciated, and would carry in retentive memory for the rest of my life. Then I said, 'Mr. Barrie was born there.' 'Yes,' he said, 'he was; and I was born there myself.'"

Mr. Fitzgerald, the mountaineer, has come back from his expedition to the Andes, and is being interviewed right and left. Of course, his adventures are to be embodied in a book, for which, I need hardly say, the younger publishers have competed not a little. The fortunate firm is now ready, and announces the work for the coming autumn, to be issued in such elaborate fashion as to make the handsomest book of travels ever published. Well, I hope they will make a success of it. But I cannot, for the life of me, see what benefit is to be got by paying a writer a price which forbids a profit on the publication of his work, unless the work prove a phenomenal success. No doubt, Mr. Fitzgerald's book

will be hailed "the book of the season"; still, it will require much more "booming" and puffing ere the money speculated find its way back to the speculator's pocket.

Mr. W. E. Norris has been airing his opinions on the chances of success of new writers. He declares such chances to be practically not given, because of the enormous success of a few novelists. There is much in this; but not everything. Mr. Norris forgets that with the increase of success has come a keener competition for such writers among publishers, and also an increase in the number of publishers themselves. Since, however, all the publishers cannot have the few who are assured of popularity, many new writers are eagerly sought for by the expectant few who are left waiting, and these live for the purpose of "discovering" a rising genius, and in the hope of nursing and advertising him into fame; so that the the new writer never had a better chance of a hearing than he has to-day. There never was a time when there were so many really clever journalists and literary workers, and the publisher knows it. Then, too, there is a tendency toward cheaper forms of publications; and we shall eventually arrive at the form of the French yellow-back *brochure*, and issue our light literature at two-and-sixpence, or three-and-sixpence. The time shall be when an author may truly call himself popular, since he will count his readers by hundreds of thousands. It goes without saying, that such a method of publishing will send the "subscription library" to the wall. Well, there is not much to regret in that possibility. The subscription library in this country has served its purpose, and must of necessity be extinguished, or die of want of support. People who want to read books they cannot afford to buy will go to our public libraries, when these are as excellently served and managed as are yours. Then the bookseller will have his chance, and will have no cause to complain of poor business and no "living wage."

So far, I have heard not a word from your side of the water which would lead me to believe that you have seen the publications of the Vale Press. I think you ought to have them. The books are published by Messrs. Hacon & Ricketts from type specially designed by Mr. Charles Ricketts, and with illustrations drawn and cut on wood by the same artist. The editions are very small, and must soon find their way into the libraries of collectors. Personally, I prefer the Vale type to the Kelmscott — it is more in accordance with the best traditions of printing.

The new weekly which is to rise out of the ashes of "The New Review" is being "made ready" as fast as money and good brains can make it. It is to be a sort of three-penny "Spectator" with more space to be devoted to literature, art, and the drama, than to politics and "questions of the day." We are to have the first number some time in February. Goodness alone knows if it is coming to stay. We have tried here again and again to make successful rivals to our older weeklies; but somehow or other, they don't keep long. "The Realm," "The British Review," "The National Observer," are among such sorrowful examples. I am beginning to be dogmatic on the matter of new journals, and to say that even the most richly backed can stand no chance of life, without it come with quite a new purpose to fulfil, a new aim to achieve, and a new expression with which to captivate and convince.

TEMPLE SCOTT.

LITERARY NOTES.

"A Mental Arithmetic," by Dr. William J. Milne, is among the most recent publications of the American Book Co.

Messrs. Leach, Shewell, & Company publish a text of "M. Tulli Ciceronis Laelius de Amicitia," edited by Professor Charles E. Bennett.

"Sketches in Prose" is the title of Volume II. in the handsome new edition, published by the Messrs. Scribner, of the writings of Mr. James Whitcomb Riley.

"The Lyric Poems of John Keats," edited by Mr. Ernest Rhys, forms a new volume in the exquisite "Lyric Poets" series published by Messrs. J. M. Dent & Co.

The W. L. Allison Co. announce for early publication "Meir Ezofovitch," a romance of Jewish life in Poland, translated by Iza Young from the Polish of Eliza Orzeszko.

"Water Color Painting," by Miss Grace Barton Allen, is "a book of elementary instruction for beginners and amateurs" which has just been published by Messrs. Lee & Shepard.

"Freshman Composition," by Mr. Henry G. Pearson, is a small and intelligent text-book, provided with an introduction by Mr. Arlo Bates. Messrs. D. C. Heath & Co. are the publishers.

"A Narrative of the Indian and Civil Wars in Virginia in the Years 1675 and 1676," as published in Boston, in 1814, forms Number 10 of Mr. George P. Humphrey's "American Colonial Tracts."

The American Book Co. are the publishers of "A School History of the United States," by Professor John Bach McMaster, whose name is sufficient to place the book in the highest rank among manuals of its class.

The death of "Lewis Carroll" will no doubt create a new demand for his "Alice" books, and a rise in the prices of the first editions. The "Alice" books have already brought as much as $24, when in good condition.

Professor Ralph S. Tarr is the author of a pamphlet, published by the Macmillan Co., entitled "Suggestions for Laboratory and Field Work in High School Geology," and designed to accompany the "Elementary Geology" of the same writer.

"Studies in European and American History," which is "an introduction to the source study method in history," is the work of Professors F. M. King and H. W. Caldwell of the University of Nebraska, and is published at Lincoln by Mr. J. H. Miller.

"A History of the United States for Schools," by Mr. Wilbur F. Gordy, is the latest candidate for the favor of grammar-school teachers. It is a volume of nearly five hundred abundantly illustrated pages, and is published by Messrs. Charles Scribner's Sons.

Two more volumes from the inexhaustible treasure-house of Dumas are presented by Messrs. Little, Brown, & Co. in English translation. One of these volumes is "The Horoscope"; the other contains "Monsieur de Chauvelin's Will" and "The Woman with the Velvet Necklace."

The American Library Association will hold its twentieth annual conference at Lakewood-on-Chautauqua, July 2–11, 1898. In place of the trip that usually follows the meeting, a "Post Conference Rest" has been planned for the week following, which the many attractions of the Chautauqua region will doubtless make a

pleasant substitute for the customary excursion. An invitation is extended to all who are interested in library matters, and information will be supplied by Miss Mary E. Hazeltine, of the Prendergast Library, Jamestown, New York.

"Parables for School and Home," by Mr. W. P. Garrison, is a collection of educational homilies addressed ostensibly to children, but really designed quite as much for the guidance of teachers and parents. The book is illustrated, and published in unusually attractive style (for a school-book) by Messrs. Longmans, Green, & Co.

Red covers of the most lurid hue envelope the new edition of "A Man and a Woman," by Mr. Stanley Waterloo, which has just been published by Messrs. Way & Williams. It would not be fair to call the color a symbol of the contents, although the story is very unconventional, and deals in an unusually frank way with some of the aspects of passion.

The Funk & Wagnalls Co. have just published a "student's edition" of their "Standard Dictionary of the English Language." The scheme of this work embraces sixty thousand words, illustrated by upwards of a thousand cuts, and provided with the usual appendices, besides some unusual ones. The volume is compact, and contains over nine hundred pages.

Dr. James Hutchison Sterling's "The Secret of Hegel" has long been the standard English exposition of the Hegelian philosophy. We therefore welcome the new and carefully revised edition of the work that has just appeared from the press of the Edinburgh publishers, and is sold in this country with the imprint of Messrs. G. P. Putnam's Sons. It makes a big octavo volume of 750 pages.

Messrs. Henry Holt & Co. have reissued their 1889 edition of Taine's "English Literature." The work is in four handsome volumes, boxed, with buckram covers, and twenty-eight portrait illustrations. Mr. R. H. Stoddard's introduction is a pleasant feature of this edition, which is the most satisfactory for library use that we have in English. The translation is, of course, the familiar one of Henry Van Laun.

A sale of interest to collectors of old English books will take place Feb. 21 and 22 at the auction rooms of Messrs. Flersheim, Barker & Severn, 183 Wabash Ave., Chicago. Among the specially noteworthy items to be offered are a large-paper copy of Dibdin's Bibliomania, with portrait and illustrations, 1876, a set of Malone's edition of Shakespeare, 1790, and a rare edition, 1516, of the Biblia Latina. A full catalogue may be had on application.

"The Pamphlet Library," edited by Mr. Arthur Waugh, is the latest of series to call for a word of commendation. We have received two volumes of "Literary Pamphlets," edited by Mr. Ernest Rhys, and a single volume of "Political Pamphlets," edited by Mr. A. F. Pollard. Volumes devoted to religion and the drama are also contemplated in the editor's scheme. Messrs. Henry Holt & Co. are the American publishers of this useful series.

The Werner School Book Co. has just published new editions of Professor B. A. Hinsdale's books, "Studies in Education" and "The American Government," and at the same time, designed for use with the latter work, a little pamphlet called "Training for Citizenship," which discusses in competent and practical fashion the teaching of civics in the public schools, and provides many useful suggestions for those engaged in that difficult and important work.

List of New Books.

[*The following list, containing 76 titles, includes books received by* The Dial *since its last issue.*]

EDUCATION.—BOOKS FOR SCHOOL AND COLLEGE.

Horace Mann, and the Common School Revival in the United States. By B. A. Hinsdale, Ph.D. 12mo, pp. 326. "Great Educators." Charles Scribner's Sons. $1. *net.*

A Manual of Inorganic Chemistry. By T. E. Thorpe, B.Sc. New edition; in 2 vols., illus., 12mo. G. P. Putnam's Sons. $4.50.

An Introduction to American Literature. By Henry S. Pancoast. With portraits, 16mo, pp. 393. Henry Holt & Co. $1.

Modern Persian Colloquial Grammar. By Dr. Fritz Rosen. 12mo, pp. 400. London: Luzac & Co.

Norwegian Grammar and Reader. With Notes and Vocabulary. By Julius E. Olson. 12mo, pp. 330. Scott, Foresman & Co. $1.50 *net.*

Extracts from Voltaire's Prose. Selected and edited by Adolphe Cohn and B. D. Woodward. 12mo, pp. 454. D. C. Heath & Co. $1.

First Steps in Anglo-Saxon. By Henry Sweet, M.A. 16mo, pp. 107. Oxford University Press.

Stepping Stones to Literature. By Sarah Louise Arnold and Charles B. Gilbert. Fourth Reader; illus., 12mo, pp. 320. Silver, Burdett & Co. 60 cts.

Shakespeare's King Henry IV., First Part. Edited by William Aldis Wright, M.A. 16mo, pp. 178. Oxford University Press.

Geometry for Beginners: An Easy Introduction to Geometry for Young Learners. By George M. Minchin, M.A. 16mo, pp. 101. Oxford: The Clarendon Press.

Cebetis Tabula (Tablet of Cebes). With Introduction and Notes by C. S. Jerram, M.A. 16mo, pp. 95. Oxford University Press.

Schiller's Wilhelm Tell. Edited by W. H. Carruth, Ph.D. With portrait, 16mo, pp. 246. Macmillan Co. 50 cts.

Stepping Stones to Literature. By Sarah Louise Arnold and Charles B. Gilbert. Third Reader; illus., 12mo, pp. 224. Silver, Burdett & Co. 50 cts.

A Mental Arithmetic. By William J. Milne, Ph.D. 12mo, pp. 176. American Book Co. 35 cts.

Heibig's Komödie auf der Hochschule. Edited by Benjamin W. Wells, Ph.D. 12mo, pp. 134. D. C. Heath & Co. 30 cts.

From September to June with Nature. By Minetta L. Warren. Illus., 12mo, pp. 184. D. C. Heath & Co. 35c.

Zschokke's Der Zerbrochene Krug. Edited by Edward S. Joynes. 12mo, pp. 76. D. C. Heath & Co. 25 cts.

BIOGRAPHY AND MEMOIRS.

Christina Rossetti: A Biographical and Critical Study. By Mackenzie Bell. Illus., 8vo, gilt top, uncut, pp. 405. Roberts Brothers. $2.50.

Life and Letters of Thomas Kilby Smith, Brevet Major-General United States Volunteers, 1820-1887. By his son, Walter George Smith. With portraits, large 8vo, gilt top, uncut, pp. 487. G. P. Putnam's Sons. $2.50.

Sir James Simpson and Chloroform (1811-1870). By H. Laing Gordon. With portrait, 12mo, uncut, pp. 233. "Masters of Medicine." Longmans, Green, & Co. $1.25.

Eighty Years and More (1815-1897). Reminiscences of Elizabeth Cady Stanton. Illus., 12mo, pp. 474. New York: European Publishing Co.

The Seventh Earl of Shaftesbury, K.G., as Social Reformer. By Edwin Hodder. With portrait, 12mo, uncut, pp. 195. Fleming H. Revell Co. $1.

HISTORY.

Essays on the Civil War and Reconstruction, and Related Topics. By William Archibald Dunning, Ph.D. 12mo, gilt top, uncut, pp. 376. Macmillan Co. $2.

Hawaii's Story. By Hawaii's Queen, Liliuokalani. Illus., 12mo, gilt top, uncut, pp. 409. Lee & Shepard. $2.

The Liberty and Free Soil Parties in the Northwest. (Toppan Prize Essay of 1896.) By Theodore Clarke Smith, Ph.D. 8vo, pp. 351. "Harvard Historical Studies." Longmans, Green, & Co. $1.75 *net.*

GENERAL LITERATURE.

Rubáiyát of Omar Khayyám: A Paraphrase from Several Literal Translations. By Richard LeGallienne. 8vo, uncut, pp. 107. John Lane. $2.50.

The Authoress of the Odyssey: Where and When She Wrote, Who She Was, the Use She Made of the Iliad, etc. By Samuel Butler. Illus., large 8vo, uncut, pp. 275. Longmans, Green, & Co. $3.50.

The Wound Dresser: A Series of Letters Written from the Hospitals in Washington during the War of the Rebellion. By Walt Whitman; edited by Richard Maurice Bucke, M.D. With portrait, 12mo, gilt top, uncut, pp. 201. Small, Maynard & Co. $1.50.

Heine's Lieder und Gedichte. Selected and edited by C. A. Buchheim, Ph.D. With portrait, 18mo, uncut, pp. 376. "Golden Treasury Series." Macmillan Co. $1.

The Shadow of Arvor: Legendary Romances and Folk-Tales of Brittany. Trans. and retold by Edith Wingate Rinder. 12mo, gilt top, uncut, pp. 309. Edinburgh: Patrick Geddes & Colleagues.

Orderly Book of General George Washington, kept at Valley Forge, May 18 — June 11, 1778. 8vo, uncut, pp. 54. Lamson, Wolffe, & Co. $1.

The Life Story of Aner: An Allegory. By Frederic W. Farrar, D.D. With frontispiece, 24mo, pp. 143. Longmans, Green, & Co. 50 cts.

NEW EDITIONS OF STANDARD LITERATURE.

History of English Literature. By H. A. Taine, D.C.L.; trans. from the French by H. Van Laun; with Preface by R. H. Stoddard. In 4 vols., with portraits, 12mo, gilt tops, uncut. Henry Holt & Co. Boxed, $7.50.

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What Can I Do for Brady, and Other Verse. By Charles F. Johnson. 8vo, uncut, pp. 123. Thomas Whittaker. $1. *net*.

The Scarlet-Veined, and Other Poems. By Lucy Cleveland. 12mo, gilt top, uncut, pp. 135. A. D. F. Randolph Co. $1.

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Shrewsbury: A Romance. By Stanley J. Weyman. Illus., 12mo, pp. 410. Longmans, Green, & Co. $1.50.

The Whirlpool. By George Gissing. 12mo, pp. 424. F. A. Stokes Co. $1.25.

The Strange Story of My Life (The Colonel's Daughter). By John Strange Winter. 12mo, gilt top, uncut, pp. 265. Rand, McNally & Co. $1.50.

Where the Trade-Wind Blows: West Indian Tales. By Mrs. Schuyler Crowninshield. 12mo, pp. 308. Macmillan Co. $1.50.

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Maylou. By Frances Raymond. 12mo, pp. 248. G. W. Dillingham Co. $1.50.

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South Africa of To-day. By Captain Francis Younghusband, C.I.E. Illus., 8vo, uncut, pp. 177. Macmillan Co. $3.50.

A Note-Book in Northern Spain. By Archer M. Huntington. Illus. in photogravure, etc., large 8vo, gilt top, uncut, pp. 263. G. P. Putnam's Sons. Boxed, $3.50.

Korea and Her Neighbors: A Narrative of Travel, with an Account of the Recent Vicissitudes and Present Position of the Country. By Isabella Bird Bishop, F.R.G.S.; with Preface by Sir Walter C. Hillier, K.C.M.G. Illus., 8vo, pp. 480. Fleming H. Revell Co. $2.

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MISCELLANEOUS.

The Encyclopædia of Sport. Edited by the Earl of Suffolk and Berkshire, Hedley Peek, and F. G. Aflalo. Vol. I., A — Leo. Illus. in photogravure, etc., 4to, gilt top, uncut, pp. 632. G. P. Putnam's Sons. $10.

Cornelius Agrippa's Natural Magic. Edited by Willis F. Whitehead. Illus., large 8vo, gilt top, uncut, pp. 288. Chicago: Hahn & Whitehead. $5. *net*.

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